

BIEN401CCT

Integrated Skills in English-II



Directorate of Distance Education

Maulana Azad National Urdu University

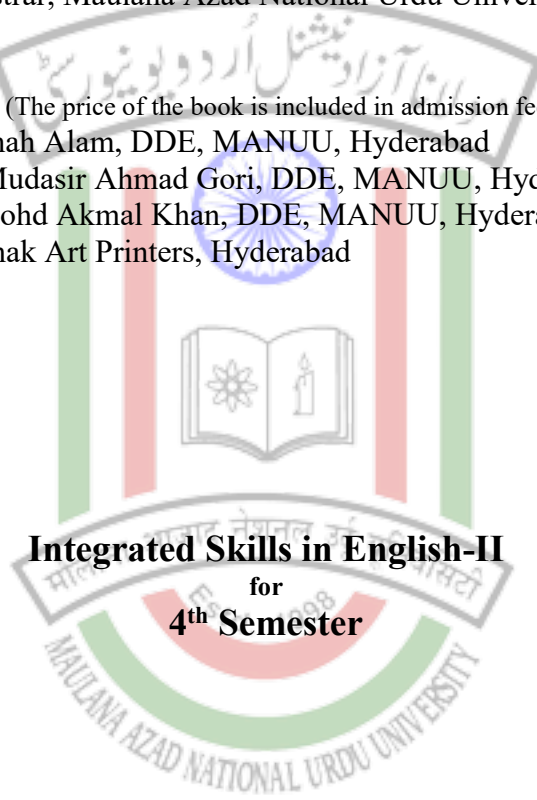
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(SLM Based on UGC CBCS)

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Message

Maulana Azad National Urdu University (MANUU) was established in 1998 by an Act of the Parliament. It is a central university with NAAC accreditation and the mandate of the university is: (1) promotion of Urdu language, (2) accessibility and availability of professional and technical education in Urdu medium, (3) providing education through traditional and distance learning mode, and (4) a specific focus on women's education. These are the points that distinguish this central university from all other central universities and give it a unique feature. It has been emphasized even in the National Education Policy 2020 to achieve education in mother tongues and regional languages.

The very objective of promotion of knowledge through Urdu is meant to facilitate the accessibility of contemporary knowledge and disciplines to Urdu knowing community. For a long time, there has been a dearth of course material in Urdu. The non-availability of books in Urdu is a matter of concern and Urdu University considers it a privilege to be part of the national process of providing course material in mother tongue/home language as per the vision of NEP 2020. Further, the Urdu speaking community is at a disadvantage in gaining updated knowledge and information in emerging areas or newer knowledge in existing fields due to non-availability of reading material in Urdu. The unavailability of content related to the above domains of knowledge has created an atmosphere of apathy towards attaining knowledge that could significantly affect the intellectual abilities of the Urdu knowing community. These are the challenges that Urdu University is confronted with. The scenario of Self Learning Materials (SLM) is also not very different. The unavailability of course books in Urdu at school/college level comes under discussion at the commencement of every academic year. Since the medium of instruction of Urdu University is only Urdu and it offers almost all the courses of important disciplines, the preparation of books of all these subjects in Urdu is the most important responsibility of the University. To achieve these objectives, MANUU makes available course material in the form of Self Learning Material (SLM) to the students of Distance Learning. The same is also available for sale to anyone interested in gaining knowledge through Urdu. To further provide access to learning, eSLM in Urdu is available for free download from the University website.

I am immensely pleased that due to the hard work of the concerned faculty and full cooperation of the writers, the process of publications of books has begun on a massive scale. To facilitate the students of Distance Learning, the process of preparing and publication of Self Learning Material (SLM) is of paramount importance to the University. I believe that we will be able to meet the requirements of a large Urdu knowing community through our Self Learning Material and will fulfill the mandate of this University and justify our presence in this country.

With best wishes,

Prof. Syed Ainul Hasan.
Vice Chancellor,
MANUU, Hyderabad

Message

Distance mode of education is globally accepted as a very useful and effective mode of education and a large number of population is getting benefitted with this mode of education. Keeping in view the educational situation of Urdu knowing population, MANUU has adopted the same from the beginning of its establishment.

Maulana Azad National Urdu University began to function from 1998 with the Directorate of Distance Education. Regular mode of education commenced from 2004 and various departments were established gradually. Self learning material was prepared through writing and translation with full support of competent authority.

For the past few years UGC-DEB kept emphasizing on synchronizing the syllabus of distance and regular mode to enhance the level of distance learning students. Accordingly, at Maulana Azad National Urdu University, the syllabus of distance and regular mode is synchronized with the conventional mode and UGC CBCS. Self Learning Material is being prepared afresh for UG and PG courses in compliance to UGC DEB Regulations as per new syllabus under semester mode.

Directorate of Distance Education runs UGC approved programmes and offers UG, PG, B.Ed (ODL), Diploma and certificate courses. A network of nine regional centers (Bengaluru, Bhopal, Darbhanga, Delhi, Kolkata, Mumbai, Patna, Ranchi, and Srinagar) and five sub-regional centers (Hyderabad, Lucknow, Jammu, Nooh, and Amravati) was established to facilitate the students. More than 100 Learner Support Centers are run under these regional and sub-regional centers to provide educational and administrative support to the students. DDE also utilizes ICT for its educational and administrative activities.

The admissions in all programmes are done only through online mode. The soft copies of Self Learning Material for students are made available on the website of Directorate of Distance Education. The links of audio and video lessons are also available on the website. In addition, SMS facility is provided to students to have better communication. The students are informed through SMS regarding various facets of programmes such as course registration, assignment, counseling, exams, etc.

Directorate of Distance Education not only plays a vital role in bringing educationally and economically backward Urdu knowing population into the main stream but also in increasing the Gross Enrolment Ratio of the country.

Prof. Mohd. Razaullah Khan

Director, Directorate of Distance Education

MANUU, Hyderabad

Introduction to the Course

The course *Integrated Skills in English - 2* (BIEN401CCT) is prescribed as Mandatory English course for the students of Semester 4 B.A. and B.Com. This course is a continuation of the course *Integrated Skills in English - 1* (BIEN201CCT) prescribed as Mandatory English course for the students of Semester 2 B.A. and B.Com.

In the 2nd Semester, you studied the communication process, the barriers to effective communication, the importance of LSRW and non-verbal communication. You also learned basic grammar, strategies to improve LSRW Skills, letter-writing, interview skills and other aspects of English to help your English language skills.

In this course, you will find the syllabus divided into six Blocks with four Units each. You will continue to improve your English language proficiency with this course. Topics such as strategies for effective communication, interaction at public places, texting and emailing etiquette, stages in writing apart from prose and poetry selections are designed to facilitate your learning process.

Each Unit has a glossary, sample questions and suggested learning resources. There is a sample question paper provided at the end. You are expected to go through this Self Learning Material (SLM) and interact with the Academic Counselor at the LSC and the Course Coordinator(s) at the headquarters.

Wishing you the best!

Dr. GULFISHAAN HABEEB

Professor of English &
Course Coordinator

Integrated Skills in English-II





Unit – 1: Organization of Ideas using Transition Signals

Structure

1.0 Introduction

1.1 Objectives

1.2 Organization of Ideas using Transition Signals

1.2.1 Types of Transition Signals

1.2.2 Transition Signals as Connecting Tools among Ideas

1.2.3 Functions of Transition Signals

1.2.4 Significance of Transition Signals

1.2.5 Let Us Sum Up

1.3 Learning Outcomes

1.4 Glossary

1.5 Sample Questions

1.6 Suggested Learning Resources

1.0 Introduction

Transition signals or words are a set of words and phrases which are utilized in order to organize any piece of writing as a whole and to connect the ideas presented in individual paragraphs within a text. These signals and words act as a link or bridge between different parts of a text in order to comprehend it as a whole. Such phrases and words are essential enough in writing so that ideas and concepts flow in a smooth and interlinked manner and to avoid any abruptness, disjointedness or disconnection of ideas. There is a function that transition signals perform, and that is that these assist the readers to follow the trail of ideas in any piece of writing. They provide the readers a clue to comprehend the ideas being presented. They link the words, phrases, sentences and paragraphs separately as well as a unit in a particular text. There are diverse layers of transition signals that enable the readers to comprehend the text, build up a concept or idea and assist them to draw conclusions.

Transition signals serve numerous purposes in a piece of writing. The first and the foremost function of such words, phrases and signals are to make the text coherent. There must be a logic flow that must connect all parts of text as a unit. These words serve as a guide to

comprehend the ideas being presented in the text. They assist the text as a connected unit and act as a bridge or link between the text and the readers in one way or the other. They can also be termed as source or reference words, phrases and signals that make the cohesion of the text interconnected and as an organic whole instead of disintegrated units. They are also essential to logically connect diverse ideas in any piece of writing and form the ideas. For example or for instance are utilized as signals, words that are meant to exemplify something in a given text. “While” is used to signal or point out a contrast between different things or ideas in a text. “In addition to” is used as a signal word or clue which is indicative of the fact that new information or ideas are being added to already given text or ideas. “Likewise” is also used in order to show similarity between diverse ideas or to project a similar idea that is there in a piece of text.

1.1 Objectives

The objectives of this Unit are to make you:

- familiar with the term, idea and concept of transition signals.
 - aware about different forms of transitional signals.
 - differentiate among sentence and clause connectors.
 - draw a distinction between other connectors and sentence connectors.
 - aware of the terms such as function and significance of transitional signals.
-

1.2 Organization of Ideas using Transition Signals

1.2.1 Types of Transition Signals:

There are numerous words, phrases, clues and signals that are used as transition signals or headwords in a writing to make the ideas coherent and logically connected. These can be broadly divided into three major categories: sentence connectors, clause connectors and other connectors. Let us discuss each one in detail.

Sentence Connectors

The first major type of transition signal is the sentence connector or joiner that is used to connect and join two sentences. They are either connected or joined by a full stop or semicolon. Transition signals utilized to join and connect different sentences are very important in writing. There are few examples of sentence connectors in order to make the concept clearer.

- Transition signals are necessary in writing. **However**, these should be avoided to begin any sentence in any piece of writing.
- Contrast signal words are a key type of transition signals. **In addition**, there are other major types of transition connectors which have frequently been utilized.
- There are numerous ways to improve cohesion and coherence in a text. **First**, is the use of transition signals or words to do so. Other ways will be discussed in the course of the Unit.

In the above three sentences, ‘*however*’, ‘*in addition*’ and ‘*first*’ have been utilized as transition signals which belong to the category of sentence connectors or joiners. Other major sentence connectors are ‘*moreover*’, ‘*also*’, ‘*furthermore*’, ‘*beside*’ and ‘*additionally*’.

Clause Connectors

As the name indicates, such connectors are used in order to combine two or more clauses to form a sentence that is logically coherent and there is cohesion in the sentence being formed. Clause connectors are joined by a comma. They are equally significant as far as the development of ideas and concept in a single sentence joined by various clauses is concerned. Following are the examples to make the idea of clause connectors more clear and obvious.

- Transition signals or connectors are handy tools, **but** these must be avoided to begin a sentence or clause in any given text.
- Transition signals are imperative for coherence and cohesion, yet these must not be used to begin a sentence or clause.
- Contrast connectors are a key type of transition connectors, **and** there are other joiners which are used to indicate similar or identical ideas.

In the above examples, ‘*but*’, ‘*yet*’ and ‘*and*’ have been used as a clause connectors to show a link or flow between clauses in a single sentence. Other key clause connectors are “*nor and or*”.

Other Joiners or Connectors

Apart from sentence connectors and clause connectors, there is another type of connector that follows other grammatical patterns. Most of these connectors are followed by “noun phrases”. However, some may be utilized as verbs in order to connect and create coherence in a text. **Unlike** sentence and clause connectors, these can be utilized in the beginning of a sentence. Here are few examples of other types of connectors.

- **Despite** the fact that they are an essential part of a text to achieve cohesion, transition signals must be avoided to begin a sentence or clause in a text.
- Flawless cohesion is **the result of** utilizing recurring words, phrases and signals known as transition signals in any piece of given text.
- **It is evident** that careful and thoughtful use of transition signals will have a positive influence on the overall flow and cohesion of a text.
- Contrast connectors are a key type of transition connectors. **Another** type of connectors or joiners which are used to indicate similar or identical ideas are known as comparison signals.

In the above-mentioned examples ‘despite’, ‘the result of’, ‘it is evident’ and ‘another’ have been used as other joiners or connectors in order to achieve cohesion and coherence in the given sentences.

1.2.2 Transition Signals as Connecting Tools among Ideas

Connection and link among things humans do in their lives is natural and essential. Without connection, link and the flow of how the things are related there is no meaning. It is a natural urge among humans to look for relation and linkage as is stated by a poet and science author Diane Ackerman, “one of the brain’s deepest needs [is] to fill the world with pathways and our lives with a design.” Similarly, the link or relation among sentences and paragraphs is imperative as far as the flow of ideas is concerned. If there is no connection or link among ideas, the readers will not be able to comprehend the ideas being depicted in the text. If there is a lack of cohesion or coherence in the text, it results in the collapse of ideas and concepts and sometimes misleads and creates confusion among the readers.

A good piece of writing is the one that has connection and link in the flow of ideas. Ideas are linked together to make it an organic whole, and it can aptly be done if proper connectors known as transition signals are used. With the utilization of these connectors, the text is linked and bridged resulting in a flawless flow of ideas and concepts which is the essence of any text.

These connections and links start from clause level to sentence, paragraph to the organizational structure of the text. Connection and link in structural and ideological text enables the readers to follow the trails being presented in the text. Transition signals act as a link between readers and the writers in a text. Coherence, cohesion and flow is essential in order to comprehend any text, and it can only be established if proper and careful transition connectors are being used on the part of the writers in the text.

The best way to clearly communicate flawless flow of ideas and concepts that bridges link among ways of narration i.e. already supplied information towards new and emerging information in a text and that is termed cohesion in a text which leads to coherence in a text. It leads from information to the overall comprehension of the arguments in the text. Apart from transition signals, sometimes the individual words assist both the readers and the writers to make the text interconnected and these are equally significant and are known as transition words. Transition words or connectors serve various purposes in the text and their role in a sentence, clause, or paragraph is diverse. The role and function of transition signals and connectors in terms of their function with regard to the organization of ideas are as under:

1.2.3 Functions of Transition Signals

Transition signals have diverse functions as connectors or linkage devices in writing. The first function of transition connectors in terms of organization of text and ideas is to indicate the consequences or outcomes. Major transition signals in this regard are ‘because’, ‘accordingly’, ‘on account of’, ‘as a result of that’, ‘consequently’, ‘hence’ and ‘so’. The second role of transition signals is to show the link of events to when these occur in terms of chronology. Such transition signals and connectors include ‘afterwards’, ‘immediately’, ‘in the meantime’, ‘simultaneously’, ‘sometimes’, ‘at length’, ‘following’, ‘subsequently’, ‘until now’, ‘whenever’, ‘later’, ‘during’, ‘always’, ‘after’, ‘never’, ‘earlier’, ‘this time’, ‘when’, ‘then’, ‘next’, ‘so far’, ‘once’, ‘new’ and ‘while’. Thirdly, connectors or transition signals have a combination function to perform in terms of organization and connection of text as well as ideas. These are used to connect events or incidents along with ideas to formulate a bigger picture or idea of something.

Such transition signals are ‘last’, ‘and’, ‘or’, ‘not’, ‘additionally’, ‘even more’, ‘finally’, ‘first’, ‘further’, ‘furthermore’, ‘in the first place’, ‘besides’, ‘in the second place’, ‘in addition’, ‘also’, ‘again’, ‘next’, ‘too’, ‘moreover’, and ‘second’. Contrast based transition signals or connectors are used in order to show or indicate ideas which are contrary to each other. Such

transition connectors consist of ‘however’, ‘but’, ‘after all’, ‘yet’, ‘although’, ‘nevertheless’, ‘notwithstanding’, ‘at the same time’, ‘otherwise’, ‘on the contrary’, ‘on the other hand’, ‘yet’ and ‘though’. Then there are transition signals that serve as a link or connection between a general to a specific idea in a text. Such phrases or connectors are included for example, ‘as an illustration’, ‘for instance’, ‘that is’, ‘specifically’, ‘to illustrate’ and ‘to demonstrate’. There are signals or connectors that indicate the relation of a critical idea with inconsequential idea and such connectors are ‘foundationally’, ‘most importantly’, ‘of less importance’, ‘primarily’, ‘chiefly’ and ‘critically’.

There are also significant connectors that show the location based relationship among diverse ideas and concepts. ‘Whenever’, ‘opposite to’, ‘there’, ‘peripherally’, ‘here’, ‘above’, ‘beyond’, ‘below’, ‘adjacent to’, ‘centrally’, ‘nearby’ and ‘neighboring’ are examples of transition signals which indicate location based relation in terms of organization of ideas. Another major function that transition signals serve is to indicate the identical or similar function among diverse ideas. Such connectors are, ‘by the same token’, ‘in similar fashion’, ‘whenever’, ‘likewise’, ‘here’, ‘in the same way’ and ‘in like manner’. In addition, transition signals are useful for numerous other functions such as clarification purposes such as ‘i.e.’, ‘that is why’, ‘that is to say’, ‘to explain’, ‘to clarify’, ‘to pinpoint’, ‘to put it another way’ and ‘to rephrase it’. Transition signals and connectors are further utilized for concession and conclusion purposes.

The examples of concession based connectors are ‘to be sure’, ‘granted’, ‘naturally’, ‘it is true’ and ‘of course’ while the instances of conclusion based transition signals are ‘to conclude’, ‘to sum up’, ‘finally’, ‘in conclusion’, ‘last’ and ‘in the end’. There are transition phrases that are used for intensifying purpose such as ‘of course’, ‘indeed’, ‘in fact’, ‘surely’, ‘without doubt’, ‘undoubtedly’, ‘indeed’, ‘yes’ and ‘to repeat’. Transition signals are also used to project the intended purpose and these signals include ‘for this purpose’, ‘to this end’, ‘to that end’, ‘so that’ and ‘in order that.’ Last but not the least there are numerous transition signals which are used for summarizing purpose or serve as a conclusion as a part of organizing idea in a text, usually at the end of the given text. These include ‘summarizing’, ‘in summary’, ‘to sum up’, ‘in short’, ‘in sum’ and ‘in brief’. Yet another significant feature of transition signals is to put emphasis or give importance, which is meant to direct the attention of the readers towards a particular or significant point which the writer wants to emphasize.

‘Important to note’, ‘the main value’, ‘remember that’, ‘most noteworthy’, ‘the chief outcome’, ‘especially valuable’, ‘the chief factor’, ‘especially relevant’, ‘a central issue’, ‘a distinctive quality’, ‘pay particular attention to’, ‘a primary concern’, ‘the most substantial issue’, ‘should be noted’, ‘the principal item’, ‘a significant factor’, ‘most of all’, ‘a key feature’, ‘a major event’, ‘a vital force’ and ‘above all’ are the chief emphasis or signifying transition signals. Emphasis connectors are accompanied by additional signals which indicate that the writer wants to direct the attention of the readers towards a particular direction. These signals indicate the fact that the writer wants to add more detail or information about the ideas he or she has already propagated in the text. So, emphasis and additional signals have somewhat similar kind of function to perform. As regard the major additional signals these are ‘next’, ‘and’, ‘another’, ‘also’, ‘first and foremost’, ‘last but not the least’, ‘moreover’, ‘furthermore’ and ‘in addition’.

1.2.4 Significance of Transition Signals

As is stated time and again, the role of transition signals, words and phrases is very significant as they are the linking words that interconnect different ideas and form a coherence in any text. In addition, they are imperative in order to point out ideas, pinpoint relationship among ideas and concepts, give uniformity to ideas and concepts, make the readers comprehend what is stated and what is about to come. But most significantly, it improves the connection and flow within a text that results in a flow and interconnection of the ideas within a text. As far as the occurrence of transition signals are concerned, they can crop up spontaneously, or they are purposefully crafted by the writers for better comprehension of the text and grasping of the ideas on the part of the readers. The development of transition signals takes place at three levels in a text at clause level, at sentence level and other in order to show similarity, to indicate contrast, to exemplify, to figure out time and cause effects, to supply additional support and to signal a cohesion and interconnection within an idea.

So, transition signals operate at structural level but have thematic and semantic function to perform in a text. After all the discussion so far on the transition signals, it becomes evident that these are the key features of a writing process mainly to connect and interconnect ideas and to make the readers comprehend the ideas and draw a linkage between diverse ideas, but it is essential to note that overuse or too much use of transition signals is not recommended. It is also discouraged to use them in each line or sentence. Using too many transition signals in frequent

manner may only confuse the readers instead of making ideas clearer and comprehensible to them. Another key aspect with regard to the significance of transition signals and their role in organizing ideas is that such connectors must be easy, short, direct and invisible.

Transition signals are just like the guiding signals or traffic lights that guide the travelers on the road. They guide the readers to follow the trail of ideas set by the writer in a text. They enable the readers to move with the flow of the text and ideas presented by the writers. These connectors help the readers to unfold the chain of thought and ideas. It depends on the mastery of the writers to make such connectors clear and purpose signals for the readers to move effortlessly with the flow. To conclude, there is no denying the fact that the role of transition signals and connectors are not only essential as far as the structural patterns of the text is concerned; rather these are equally significant as far as the thematic or semantic function in terms of organization of ideas is concerned.

There are three key reasons why transition signals are significant in terms of organization of ideas in a text. The first and foremost is to make the text comprehensible to the readers. It is the foremost as it is directly connected with the function or objective for which a text is written. If readers are unable to comprehend it, then the objective of writing that text will be left unfulfilled. Second, these are essential to create a flow or link within diverse ideas presented in a text. If there is no link or connection among the ideas, then there will be no interest in the text on the part of readers. So, transition signals are an imperative tool or part of text utilized by the writers to make their text impactful. Last but not the least, transition signals are essential for structural or grammatical point of view of the text. All the transitional signals are primarily the structural need of the text. It is only when a text is structurally fit that it will be able to create a semantic or thematic impression. Likewise, the organization of structure and thematic tone of the ideas and their development are very much reliant on the textual organization.

Check your Progress:

1. Write any two objectives of this Unit.
-
-

1.2.5 Let Us Sum Up

Transition words, phrases or signals are essential in writing as they connect ideas and link one idea with another to bring about flow and coherence in a text. They are necessary as they connect not only clauses, sentences, paragraphs and chapters but also connect readers with the writer and writing. They are indispensable as they make the readers comprehend the ideas. There are numerous transition signals which have numerous functions to perform. They are used to make the readers comprehend the text and ideas; it is a powerful feature to link the flow and coherence of the text and the organization of text at thematic level. In addition, they assist the writers to connect and carry one idea to interlink with another idea in a similar text. They can be used at the beginning, in the middle or at the end of a sentence. In case of clause based transition signals, they are separated by comma. It is not essential to use such connectors in each and every sentence, rather careful and thoughtful use of transition signals enhances the level and look of a text keeping in view the sense, context and logical arrangements of words.

1.3 Learning Outcomes

After going through the Unit, you should be able to become familiar with the idea and concept of transition signals. You should know the different forms of transitional signals. You should be able to understand and differentiate different types of connectors and you should be aware of the terms such as function and significance of transition signals.

1.4 Glossary

Transition: Change, shift

Coherence: Consistency

Interlinked: Interconnected

Cohesion: Consistency

Disintegrated: Fragmented

Imperative: Important, essential

Inculcation: Impart, instill

Indispensable: Essential, necessary

1.5 Sample Questions

1.5.1 Objective Questions:

1. Transition words or connectors are utilized in any piece of writing in order to have link among _____.

- (a) Different words in a sentence
- (b) To create a midpoint within a sentence
- (c) Diverse ideas as presented in the text
- (d) None of these options

2. How many major types of transition connectors or signals have been mentioned in the unit in terms of their form?

- (a) Three to four types
- (b) Four to five types
- (c) Three types
- (d) Two types

3. Sentence connectors are used to form a connection or interlink in _____.

- (a) More than two sentences
- (b) Two sentences
- (c) More than three sentences
- (d) Large number of sentences

4. The role of transition signals or connectors with regard to the organization of ideas in a text is of _____.

- (a) Prime nature
- (b) Insignificant nature
- (c) Trivial nature
- (d) No purpose

5. Through transition words and signals, the readers of the text will be able to _____.

- (a) Grasp the key ideas presented by the writers
- (b) Get confused by the text

- (c) Feel overjoyed with the use of decorative tools
 - (d) Interpret the way he or she deems it fit
6. Clause level transition signals or phrases are used to link or bridge a connection between _____.
- (a) Different parts of a sentence
 - (b) Diverse layers of sentences
 - (c) Diverse types of clauses in a sentence
 - (d) Different sentences
7. Contrastive form of transition signals or connectors are used in order to pinpoint relationship among ideas of _____.
- (a) Similar nature and type
 - (b) Dissimilar type of ideas
 - (c) Disintegrated ideas
 - (d) Disjointed ideas
8. Emphasis or importance based transition signals are used to highlight the idea that _____.
- (a) The writer wants to put emphasis
 - (b) The writer wants to hide from the readers
 - (c) The readers are unable to comprehend
 - (d) Has disjointed ideas
9. Comparative based transition signals are used by the writers in writing to highlight _____.
- (a) Examples in a text
 - (b) Illustrate some key idea
 - (c) To show similarities among diverse ideas
 - (d) All of the above
10. Transition words with regard to time and location are used with the function to pinpoint _____.
- (a) Why and where something happens
 - (b) Reasons behind the occurrence of something
 - (c) The time and place of something

(d) None of the above

1.5.2 Short Answer Questions:

1. Why transition signals are used by writers in their writing? Highlight the three key reasons for their utilization.
2. Briefly discuss the role of contrasting, comparative and emphasis based transition signals.
3. Why are additional, cause and effect and conclusive transition signals being utilized in a text by the writers?
4. Discuss the role of transition signals or connectors as a connective tool or device in writing on the part of the writers.
5. Define transition signals and give examples in terms of their various functions as enlisted in the chapter.

1.5.3 Long Answer Questions:

1. Discuss the role and function of transition signals for the organization of ideas in a text?
2. What are three major types of transition connectors or joiners? Discuss each type with suitable examples.
3. Why are transition signals significant for the comprehension of the text and linking of ideas?

1.6 Suggested Learning Resources

1. Alarcon, J.B., Morales, K.N.S. (2011). Grammatical Cohesion in Students' Argumentative Essay. *Journal of English and Literature*. Vol.2 (5): 114-127.
2. Biber, D., Gray, B., Poonpon, K. (2011) Should We Use Characteristics of Conversation to Measure Grammatical Complexity in L2 Writing Development? *TESOL QUARTERLY*. Vol. 45, No. 1 (5-35)
3. Eun, H. & Jeon, B. (2009). Reference and Substitution as Cohesion Devices in EFL writing. *English Language & Literature Teaching* 15(4): 23-36.
4. Thompson, G. 2013. *Introducing Functional Grammar* (Second edition). New York: Oxford University Press.

Unit-2: Distinguishing between Facts and Opinions

Structure

- 2.0** Introduction
- 2.1** Objectives
- 2.2** Distinguishing between Facts and Opinions
 - 2.2.1** Types of Fact
 - 2.2.2** Features of Facts
 - 2.2.3** Types of Opinion
 - 2.2.4** Facts versus Opinion
 - 2.2.5** Importance of Facts and Opinions
- 2.3** Learning Outcomes
- 2.4** Glossary
- 2.5** Sample Questions
- 2.6** Suggested Learning Resources

2.0 Introduction

In this present era, sharing information is an important task. The information that we share has various facets. Sometimes, whatever is shared and presented in the name of facts, proves just a rumour. This happens because opinions are confused with facts. At times, separating facts from opinions is a difficult task as most of the opinions are presented so confidently that they are mistaken as facts. In the present era of information and technology, it is important to be able to distinguish between facts and opinions. Seeking information is not an easy task, it's like going through a maze and searching for the correct path. Similarly, learners must decide which information is correct and useful. Sometimes, in the disguise of fact, people share their personal opinions. In such a situation, the ability to distinguish between fact and opinion comes to the rescue.

In this chapter we would discuss about the facts and opinions as well as their differences.

2.1 Objectives

Objectives of the present Unit would be as follows:

- to enable the learners to study and understand facts and opinions.
- to critically analyze facts and opinions
- to understand the difference between a fact and an opinion
- to practice the presentation of facts and opinions

2.2 Distinguishing between Facts and Opinions

Any statement that can be proven true or false, is called a fact. Facts can always be tested and proven. These are based not on emotions, rather on the reality and truth. Facts are strong statements that do not need the support of emotions and feelings. Facts are universally accepted truths that cannot be modified or transformed.

Example- The Sun rises in the east.

The above statement is a fact because it is true, it is universally accepted and it remains unchanged for forever.

There are certain ways to prove and check a fact. A statement is called a fact, when-

1. It can be proved or demonstrated to be true.
2. It can be observed in practice or operation.
3. We can see it happen.
4. It can be verified by different sources, like witnesses, manuscripts, documents, data or by an experiment.

Definition of Fact- A fact is a statement that is tested and proven true by experiments, observations, analyses and research. A fact is always objective.

Opinion:

An opinion is any idea, thought or view of any person. Opinions can be based on facts or emotions or on both. When we learn about any fact and afterwards form our own views about that specific fact, then normally, we mix our feelings and emotions with the facts. Therefore, the authenticity of that fact gets distorted. Such a statement becomes an opinion. However, at other

times opinions are meant to deliberately mislead people and create confusion. It is always necessary to have a proper understanding of the tone and language. The selection of words also plays an important role in differentiating fact from opinion.

There are certain words that are used while sharing opinions-

1. Influenced/Biased words- bad, worse, worst, good, better, best worthwhile, worthless etc.
2. Qualifiers- all, always, likely, never, might, seem possibly, probably, should etc.

Definition of Opinion- An opinion is any person's belief, feeling or judgement based on personal experiences, ideas or based on general beliefs of a group of people. An opinion is always subjective.

2.2.1 Types of Facts:

There are numerous types of facts based on evidence, analyses and pragmatics. Some of the types of facts are stated below-

2.2.1.1 Self-Evident Facts:

Self-evident facts are those that are believed true and are already confirmed. Such facts are based on the ideas and arguments of the rational persons. In practice, self-evident facts are an efficient approximation of truth. For eg. if 99.5% audience considers a play comic, then it is believed to be a comedy-play. Thus, it is established as a self-evident fact because that is proven through self-evidence approach to truth.

2.2.1.2 Facts by Consensus:

Through consensus any statement is accepted as a fact because certain people, society, culture or profession accept that after much discussion or argument. These arguments are amongst authorities and are considered reliable and authentic. Thus, consensus amongst authorities is believed to be factual. For e.g. smoking is injurious to health is a fact established by the consensus of most of the doctors around the world.

2.2.1.3 Facts created from Anecdotes:

Whenever any information is generated from any specific incident or any specific person's experiences, this is called facts/evidence from anecdotes. In such cases the evidences are not statistically proven but are disposed to cognitive biases. Therefore this method of establishing facts is considered a weak way to prove something. For eg. Seeing a place and providing generalised statements about that.

2.2.1.4 Facts through Authoritative Arguments:

The reasonable data provided by some authority on any topic is accepted as fact. This data is based on proves therefore it is considered authentic. For eg. information about the availability of seats at the Railway Reservation Counter.

2.2.1.5 Correspondence:

This theory of truth states that facts become strong and relevant only when they are well described. Here, it is not needed to prove the truth of something to make it a fact but human experience analyses and understand it automatically.

2.2.2 Features of Facts:

There are certain features of facts which differentiate them from opinions. If we find it difficult to check and differentiate a fact from an opinion, then it is always suggested to analyse the fact on the basis of following features-

2.2.2.1 Objectivity:

A fact is considered a fact only when it is entirely based on truth. If any statement is declared a fact with an intention of getting some reward or any other benefit than it can not be considered a fact. Similarly, any statement on the basis of emotional attachment can also not be declared as a fact. The first and foremost feature of a fact is objectivity. Objectivity refers to detachment and impartiality. A fact should be devoid of personal benefits and emotional attachment. It should be proven on the basis of research and evidence.

2.2.2.2 Coherence:

The truth of any situation, statement or theory consists in its coherence. Here, coherence means consistent with accepted facts. When the facts are not in a sequence and are not linked then the factuality of the statement gets questioned.

2.2.2.3 Logic:

A fact should be based on logic because logic creates a system for inferring new facts from some established facts, at the same time, logic also depends upon facts for its validity. Therefore, both are interlinked.

2.2.2.4 Evidence:

Empirical evidence is another feature of facts. Information obtained through the empirical evidence verifies the truth or falsity of any statement and theory. To check the authenticity of any fact, we must analyse it on the basis of evidence that suggest the reality.

2.2.2.5 Independence:

Facts exist independently. However, the concept of factual relativism work on facts too, which makes them inherently relative and subjective. But, being original and independent is the basic quality of facts.

2.2.2.6 Fact and Pragmatism:

Pragmatism is an approach to any thought which describes that a fact is a subjective reality and not a universal reality. Here, it denotes that facts are checked and proven according to human capacity and experience as opposed to universal truths. For e.g. it is commonly believed that music soothes the soul, so a pragmatist would agree to this thought.

2.2.3 Types of Opinions:

According to the situations and the perceptions, people express their views differently. Thus, we have different types of opinions. Some commonly discussed types of opinions are as following-

2.2.3.1 Positions on Controversial Issues:

After learning and discussing about some controversial issues, people form some specific views about those. Their views are based on either partial information or on personal beliefs. In such situations, it is not necessary that these views would prove correct. Such informal statements are known as Positions on Controversial issues, for e.g. favouring any specific group on any critical issue without checking the reality.

2.2.3.2 Predictions about Things in the Future:

There are situations when people start predicting about certain situations or events. Since, such predictions are based on personal perceptions therefore those can't be called facts, for eg. It would rain because clouds are dark.

2.2.3.3 Evaluations of people, places, and things:

This is the third type of opinions. Here, people pronounce their liking of any particular place, people or thing, in the form of a judgement. The opinion is presented so strongly that it, sometimes, sounds like a fact. For e.g. Jaipur is the best place to visit in India.

2.2.3.4 Informed Opinions:

Another type of opinions is Informed Opinion. These are the views of experts based on their observations, study and research. However, those views are not strictly factual but are a result of years of research. For e.g. Tigers are an endangered species and might extinct soon.

2.2.4 Facts versus Opinion

S. No.	Fact	Opinion
A	A fact can always be proved with concrete evidence.	An opinion is a view or judgement about anything that is not always supported by evidence.
B	A fact is always objective.	An opinion is always subjective.
C	A fact does not change.	An opinion may differ according to different perceptions of people.
D	A fact is always certified.	An opinion is not always supported by all the people.

2.2.4.1 Steps to Identify Facts and Opinions:

To identify the facts and opinions the learner should be aware of the author's purpose and choice of language. The selection of language is an important aspect of every writing. The selection of language for facts is different from the language of opinions. Facts are presented in the most authentic way whereas opinions are just personal perceptions. the difference between the facts and opinions can be seen in this example-

Opinion- By car-pooling the problem of unnecessary traffic on the road can be managed.

Fact- With fewer cars on the road, there would be less air pollution and noise.

Sometimes, while describing any situation, language gets overpowered by the emotions and sways the thinking of the writer. However, the presentation of facts is not directed by the feelings and emotions. Facts are based on reality; thus they are devoid of imagination. Amalgamation of emotions is neither wrong nor right, but it is positive or negative. At the time of reading, a learner may distinguish between facts and opinions just by focusing on the language. Sometimes, one must figure out whether the facts are reliable, or the opinions are based on facts. Once the reader/learner gets an answer to these thoughts he/she can easily differentiate between facts and opinions.

Some interesting examples of facts and opinions are given below-

S.No.	Statements	Fact/Opinion
1.	Birds are pretty.	Opinion
2.	Birds have hollow bones.	Fact

3.	Children should have birds as pets.	Opinion
4.	Food and Water are the primary needs for all the creatures.	Fact
5.	Warm weather is the best weather.	Opinion
6.	Earth revolves around the Sun.	Fact

These statements clarify the difference between facts and opinions. A personal belief is based on one's opinions but a universal truth is always a fact.

2.2.4.2 Key Differences between Facts and Opinions:

There are some specific differences between facts and opinions-

1. Facts are described as statements which can be checked and verified on the basis of proofs. But an opinion is just an expression of judgement which is normally not based on proofs.
2. Facts depend upon observation and research whereas opinions are just personal assumptions.
3. Facts are objective statements whereas opinions are subjective statements.
4. Facts are normally supported and verified by evidence or statistic data but opinions do not have any proven evidence as a support.
5. Facts can explain the reason behind any happening. However, an opinion is just a perception.
6. Facts are universal thus do not differ from person to person, on the contrary, every human being has a different opinion about anything.
7. Facts are unbiased but opinions are biased.
8. A fact can change an opinion but an opinion can never be used to change a fact.
9. Facts are based on reality, thus cannot be challenged or debated; however, opinions are always debatable.
10. Facts rely on denotative language whereas, opinions are based on connotative language.
11. Facts frequently use measurable or verified numbers, statistics, dates etc. opinions use judgement words and comparisons such as best, most etc.

2.2.5 Importance of Facts and Opinions:

Distinguishing between facts and opinions is very important. It enables learners to imbibe correct information. Sometimes, opinions are written so emphatically that they not only resemble

facts but also confuse the readers. In such situations, a learner/reader may accept the wrong or incomplete information and behave accordingly. This is a sort of a mis-communication which affects the sharing of information as well as the feedback at the end. It is therefore suggested that students should be capable of analysing and differentiating between facts and opinions. Whether in a classroom or in other real-life situations, distinguishing between facts and opinions is important. Practicing certain exercises based on the facts and opinions would enhance the critical ability of students to differentiate between the two.

Example

There are some specific words which we use while stating facts and opinions. Following sentences would clarify the difference between the two.

Facts

1. The annual report confirms the hike in price.
2. Scientists have recently discovered a vaccine for Covid-19.
3. According to the results of the tests, the winning team receives a prize of 10,000/- rupees.
4. The investigation demonstrated the reasons behind the murder of the queen.

Opinions

1. He claimed that he knew the actors of the play.
2. It was the investigating officer's view that the thief was limping.
3. The report argues about the exceeding corruption in the department.
4. Many scientists suspect that there may be chances of life on Mars.

The above examples highlight the language used to frame the facts and opinions. But it is also essential to keep in mind that a writer may frame opinion as fact or vice versa. Therefore, it is required that students develop a clear understanding of facts and opinions.

Check your progress:

1. What is the importance of Facts in an argument?

2.3 Learning Outcomes

After reading the chapter, the students would be able to differentiate between facts and opinions. Students would become critical readers and develop the ability to quickly assess a text for fact and opinion. They need to practice some exercises for being able to distinguish between the fact and opinion to a point where it becomes subconscious mechanism. They would also become apt at careful selection of language while communicating. This ability would help the students improve their writing skills as well.

There may be situations in life when it becomes difficult to differentiate between fact and opinion. Sometimes, such situations may lead to confusion and a spread of rumours. However, when learners know the key difference between facts and opinion they could save themselves from indulging into confusion as well as help others to understand in a better way.

2.4 Glossary

Fact: Statement based on reality

Opinion: Statement based on personal perception

Judgement: Decision, verdict

Qualifiers: A word used to attribute a quality to another

Biased: Unfair

Communication: Exchange of information

Perception: Ability to perceive or understand

Clarity: Clearness, lucidity

Critical: Evaluative, analytic

Analyse: Examine

Differentiate: Ascertain what makes something different from the other

Assumptions: Expectations, conventions

Connotative: Something suggested by a word or thing

Measurable: Assessable, calculable

2.5 Sample Questions

2.5.1 Objective Questions:

1. Read the following sentences and decide which of them are facts and which are opinions-

- a) Elephants are the largest existing land animals.
- b) Three living species are currently recognised: the African bush elephant, the African forest elephant, and the Asian elephant.
- c) They are the only surviving members of the family Elephantidae and the order Proboscidea.
- d) Elephants can not walk very fast.
- e) Elephants are always loyal to their masters.

2. Mark the sentences true or false-

- a) An opinion is self-coined statement.
- b) A fact is always correct and proven.
- c) We don't need to check a fact on the basis of evidence.
- d) A fact is same as an opinion.
- e) An opinion can be based on imagination.

3. Fill in the blanks with the correct word.

- a) A fact is based on logic and _____.
- b) _____ means fact should be in a sequence.
- c) An _____ is based on personal belief.
- d) _____ is always based on truth.
- e) _____ never changes with personal ideas.

4. Which of these is a fact-

- a) Sun revolves around the Earth.
- b) Earth revolves around the Sun.
- c) Earth is the only planet.
- d) None

5. Which of these is an opinion-

- a) Smoking is injurious to health.
- b) About 60% of our bodies are water.
- c) Men are always taller than women.

6. Which of these is a type of opinion?

- a) Informed opinion
- b) Logic
- c) Coherence
- d) None

7. Which of these is a type of Fact?

- a) Positions on Controversial Issues
- b) Self-evident
- c) Logic
- d) None

8. Write the definition of Fact.

9. What is an Opinion?

10. What does Coherence imply with reference to Fact?

2.5.2 Short Answer Questions:

1. Write a paragraph in about 100 words, expressing your opinions on the topics given below-

- a) Online classes versus in person classes
- b) Private sector jobs versus Government sector jobs

2. Express your opinions about the following topics and support your answers with factual data.

- c) Education system
- d) Health facilities in Villages

3. Read the following passage and express your opinions about the underlined facts.

The chordates which possess a backbone are called Vertebrates. Vertebrates have a well-developed vertebral column forming the main axis of their internal skeleton, which may be of bones or cartilage. These animals have a head, a trunk and two pairs of appendages. Gill slits are present at some time in their lives. Vertebrates are divided into five classes comprising fishes, frogs, lizards, birds and hairy quadrupeds.

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4. Underline and rewrite the bias or qualifying words in the given space-

1. Purchasing a brand-new motorbike is a terrible waste of money.
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2. Many wonderful recipe-books are available in the market these days.
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3. Only Virginia Wolf's novels are worthy of being adapted into movies.
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4. The introductory internet connection comes with an amazing offer for three months.
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5. All the volunteers for Save the Nature are engaged in a worthwhile activity.
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5. What is the difference between fact and opinion?

2.5.3 Long Answer Questions:

1. Find out the Facts from the given passage and rewrite them in your own words in the given space-

Since ancient times, man has been trying to discover newer and newer medicines to cure diseases. He tried a variety of plant and animal products many of which worked well. He also tried various chemical substances and some of these yielded good results. This is how the kind of treatment chemotherapy (treatment by the use of chemicals) was developed.

In 1910, a drug called *salvarson* (based on arsenic compound) was produced. It killed the germs of syphilis as well as of sleeping sickness. But frequently it proved poisonous to the patient as well.

In the 1930s, a group of chemicals known as *sulphonamides* were discovered which proved effective in many types of bacterial diseases. Sulphadiazine and Sulphanilamide are two such sulphur drugs. Is a synthetic-drugs and they interfere with the metabolism of bacterium which are thus killed.

Sulphonamides are now really used and that two in combination with antibiotics, for certain elements.

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2. Read the given passage and differentiate the facts from the opinions-

Unlike the earlier days, the present Diaspora is a result of enthusiastic resettlement of people with new mores and their attempt to carve a remarkable place in the world culture. Diaspora and identity are two aspects, which are at times knotted with each other. A person in Diaspora is constantly struggling with a quest for identity; constantly he has to face cultural clash. A diasporic person tries to stick to one identity that is to be known as a western man and persistently tries to prove his westernized self but repeatedly he is reminded of his dual positions and of his transient nationality. They linger between their past and present, as Rushdie wrote in his Imaginary Homelands, ‘It may be argued that the past is a country, from which we have all emigrated, that its loss is part of our common humanity.

A person in Diaspora carries his past identity, at the same time his inclination to be known as a modern and westernized man, forces him to come out of it. The earlier Labour Diaspora was a result of forced circumstances; on the contrary, the Postmodern Diaspora is an attempt to seize the innumerable available opportunities. This migration is accentuated by the shimmering glitters of the Western World and also by the concept of globalization. Unlike the forced labour migration, which compelled the people to subjugate their identity; the postmodern diaspora allows them to carry their multicultural self all the way from east to the west. Though they are at times melancholic about their pasts yet they have been proving a bond between the east and the west, thus strengthening the globalization. There has been developed a new socio, cultural and economic identity. The Diaspora people love to be known as emigrants or foreigners in their homeland, after shunning their old societal taboos, they develop a new self.

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3. How many types of opinions are there? Describe them in detail.

2.6 Suggested Learning Resources

- Armstrong, T. W. Facts and Opinion. Scholar Select.
- Bryson, Bill. *A Short History of Nearly Everything*. Transworld Digital.
- Rex, Michael. *Facts vs. Opinions vs. Robots*.
- Russell. *Fact and Fiction*. Routledge Classics.
Stebbins, G. B. *Facts and Opinions*.
- Abrams, Suzanne.Morton, Nancy. *Fact or Opinion & Cause and Effect 3-4: Practical and creative activities to develop essential skills*.

Unit-3: Effective Use of Hedges and Polite Expressions

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Effective Use of Hedges and Polite Expressions
 - 3.2.1 Hedges
 - 3.2.1.1 Modals
 - 3.2.1.2 Quantifiers
 - 3.2.1.3 Verbs
 - 3.2.1.4 Adverbs
 - 3.2.1.5 Adjectives
 - 3.2.2 Polite Expressions
- 3.3 Learning Outcomes
- 3.4 Glossary
- 3.5 Sample Questions
- 3.6 Suggested Learning Resources

3.0 Introduction

This Unit introduces you to the use of hedges and polite expressions. When we talk to others or when we write in English, we should try to use polite expressions and hedges for effective communication. Transfer of ideas occurs during communication. Sharing our views with others and holding a conversation requires the ability to be expressive. Wrong expression can lead to confusion. To avoid misinterpretation, it is important that we are careful in spoken and written communication. As social beings, it is also our responsibility to be careful not to hurt the feelings of others. Most of you may be using social media to connect. You use smileys and emoticons in text messages to convey your feelings and tone of expression. In academic writing and in spoken English we use hedges and polite expressions for similar purposes. In this Unit you will learn more about hedging language and polite expressions.

Check your progress:

1. This Unit introduces you to _____ and _____.
2. Give two examples of social media.

3.1 Objectives

The objectives of this Unit are to teach you what hedges are, how to use hedging language, the different types of hedges, the importance of polite expressions, how to use polite expressions in English and how to improve your communication skills through effective use of hedges and polite expressions.

Check your progress:

1. Give any two objectives of this Unit.
-

3.2 Effective Use of Hedges and Polite Expressions

Communication is important for human beings. We share our ideas when we talk to one another. We express our feelings in our conversation. Communication is essential in everyday life. From the time we wake up in the morning to the time we sleep, we are involved in the process of communication. In the morning when you want to wake up someone in your family, if you say: "Get up" or "Wake up," they may not like it. But if you say "Please get up" or "Please wake up," they may wake from sleep happily. Similarly when you want someone to shut the door or switch off the fan, what do you say?

"Shut the door."

"Switch off the fan."

Both sentences are correct but there is a better way to say the same:

"Will you please shut the door?"

"Would you mind switching off the fan?"

Just as polite expressions improve communication, hedges also improve communication. Look at the following sentences:

"I saw my sister going out to the market."

"I saw my sister going out perhaps to the market."

In this situation, you are sure only about seeing your sister go out. You are not certain where she went. It is your guess that she went to the market. So to convey the meaning correctly and to express uncertainty, you should use the second sentence. The word "perhaps" is a hedging word. You will learn in detail about hedges in the next section.

Check your progress:

1. _____ is important for human beings.
2. _____ and _____ improve communication.

3.2.1 Hedges:

In the previous Unit, you studied how to distinguish between facts and opinions. Among the strategies for effective communication, is the use of hedges and polite expressions. You will read about both hedges and polite expressions in this Unit. Before we go further, let me tell you what "hedging" is. Hedging helps to differentiate facts from claims and opinions. When you write for academic purposes, you have to be careful about what you say. You cannot present your own opinion as a fact. Similarly, you should not claim your ideas as facts. Hedging helps us in maintaining a neutral outlook. It also helps to soften the statements. We must avoid sweeping statements in academic writing. Hedging refers to the use of language with caution to avoid presenting claims and opinions as facts. It indicates that the writer is uncertain and that there is scope for further study or evidence to prove the point. Hedging is also termed as "tentative language," "cautious language" or "vague language."

I will give you some examples to make you understand what hedging is. Look at the table below. The sentence on top is a sentence without hedges. The middle sentence uses hedges. When you read two types of sentences for each statement, you will notice the difference and understand better. The bottom sentence in each example has hedging words or phrases in red colour to make it easy for you to pick out the hedges. Read each of the following examples carefully:

Sl. No	Example	Remarks
1	The people who live in small towns do not have access to health facilities.	No hedges

	It is often believed that people who live in small towns may not have access to health facilities.	With hedging
	It is often believed that people who live in small towns may not have access to health facilities.	Hedges in red
2	During India's freedom movement the Indian poets wrote patriotic poems.	No hedges
	During India's freedom movement most of the Indian poets wrote patriotic poems.	With hedging
	During India's freedom movement most of the Indian poets wrote patriotic poems.	Hedges in red
3	The research states that monuments in India are in a state of ruin.	No hedges
	The research appears to suggest that monuments in India seem to be in a state of ruin.	With hedging
	The research appears to suggest that monuments in India seem to be in a state of ruin.	Hedges in red
4	Trains run late.	No hedges
	Trains frequently run late.	With hedging
	Trains frequently run late.	Hedges in red
5	Eating excess sugar causes diabetes.	No hedges
	Eating excess sugar likely causes diabetes.	With hedging
	Eating excess sugar likely causes diabetes.	Hedges in red

After reading the above Table, you will notice the different types of hedging:

Example 1 presents the use of **modals** and “it - that” clauses for hedging. Some examples of it - that clauses are: it is possible that, it is believed that, it is agreed that, etc. Modal verbs used for hedges are can, could, may, might and should. The modal "will" is not used as a hedge.

Example 2 presents the use of **quantifiers** for hedging. Some examples of quantifiers are: many, several, some, most, majority, minority, few, etc. The quantifier "all" is not used in hedging.

Example 3 presents the use of **verbs** for hedging. Some verbs used as hedges are: appear, seem, suggest, indicate etc.

Example 4 presents the use of **adverbs** for hedging. Adverbs of frequency and modal adverbs are used in hedging. Some adverbs of frequency are: commonly, frequently, rarely, usually, often etc. Some modal adverbs are: possibly, perhaps, probably, seemingly, apparently etc.

Example 5 presents the use of **adjectives** for hedging. Some modal adverbs are: possibly, probably, presumably, perhaps etc. In the comparative form, more/less than, in a simpler/gentler/bigger(etc) way than, as compared to etc. are also used as hedges.

Now let us read about each one of these types of hedging. First let us study the type of hedging using modals.

Check your progress:

1. Hedging helps to different _____ from _____ and _____.
2. Write a sentence using a polite expression asking your brother to offer Namaz.
_____.
3. Hedging refers to the use of language with _____.
4. Example 4 in the Table presents the use of _____ for hedging.

3.2.1.1 Modals:

What is a modal? Modals are auxiliary verbs. The modals in English are:

Can	could
May	might
Shall	should
Will	would
Must	-

For hedging we do not use all the above modals. We only use the following as hedges:

Can	Could	May	might	should
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Read the following examples with each one of the five modals. You will also notice the difference when these modals are not used as hedges.

-	Noise pollution is harmful.
Can	It can be true that noise pollution is harmful.

–	He is in the mosque.
Could	He could be in the mosque.

–	My parents will be going to Delhi next month.
May	My parents may go to Delhi next month.

–	The Principal of the school will come late tomorrow.
Might	The Principal of the school might come late tomorrow.

–	It is easy for you to read this Unit.
Should	It should be easy for you to read this Unit.

Check your progress:

1. What is a modal?
2. Name the modals used in hedging.
3. Use "could" in a sentence to indicate hedging.
4. Rewrite the sentence given below using hedging language:

It is easy to learn the English language

3.2.1.2 Quantifiers:

Do you know what quantifiers are? A quantifier indicates quantity or number. Different quantifiers are used for large quantity/number and small quantity/number. When the quantity or number cannot be defined, we use quantifiers for undefined quantity/number. For example, "I drank water" can be written with an undefined quantifier as: "I drank some water." The quantifiers that define large quantity or number are: much, a lot of, many etc. The quantifiers that define small quantity or number are: *less, a little, few* etc. *Some* and *any* are used as undefined quantifiers. Now, you will read some examples with quantifiers as hedges.

Sl. No.	Quantifier	Example
1	Much	I finished writing much of the assignment.
2	Many	Many students did not attend classes during the pandemic.

3	Little	There is only a little piece of chicken left in the bowl.
4	a lot of	The jug has a lot of water still left in it.
5	Less	He attended office on less number of days last month.
6	Some	I noticed that some of the juice was missing.
7	Any	She did not drink any water during her fast.

Now you will read about verbs that are used in hedging language.

Check your progress:

1. What is a quantifier?
2. Mention a quantifier for small number.
3. Give an example of a quantifier for "milk."
4. Fill in the blank using a quantifier for large quantity:

He ate _____ apples.

3.2.1.3 Verbs:

A verb is a word that indicates action. There are two types of verbs: transitive verbs that require an object and intransitive verbs that do not require an object to make sense. Some verbs can be used as both transitive or intransitive. Some examples of verbs used as hedges are: seem to, appear to, suggest, believe, think, assume, indicate etc. You will now read examples of verbs used as hedges in sentences.

Sl. No	Verb	Example
1.	seem to	Looking at the crowd, it seems difficult to reach the ticket counter.
2	appear to	There appears to be a lack of interest in learning English.
3	Suggest	Recent studies suggest that the coronavirus has newer variants.
4	Believe	The police believe that the thief is hiding in our neighbourhood.
5	Indicate	The weather report indicated rise in day temperature.

Other than verbs, adverbs are also used as hedges. Let us look at adverbs in hedging language now.

Check your progress:

1. What is a verb?

2. Use "seem" in a sentence to indicate hedging language.
3. Read the sentences given below and underline the hedge(s):
 - a. It appeared to be a difficult question.
 - b. The doctor suggested that she may need hospitalization.

3.2.1.4 Adverbs:

An adverb is a word which qualifies a verb. Some adverbs which can be used for hedging are: seemingly, apparently, perhaps, maybe, possibly, probably etc. These adverbs are also known as modal adverbs because they are used to indicate of possibility. Adverbs of frequency are also used in hedging. Some adverbs of frequency are: commonly, frequently, rarely, usually, often. We will now read the use of adverbs in hedging with examples.

Sl.No	Adverb	Example
1	Seemingly	The child is seemingly unwell.
2	Apparently	The students left early apparently to watch the cricket match.
3	Maybe	She is still sleeping maybe because she studied till late in the night.
4	Commonly	Bus is commonly used for travel in my town.
5	Usually	We visit the Taj Mahal usually in summer.
6	Rarely	Abdur Rahman rarely watches television.

Do you now find it easy to use hedges to indicate possibility or uncertainty? We will look at some examples of adjectives used in hedging.

Check your progress:

1. What is an adverb?
2. Name two adverbs used in hedging language.
3. Use an adverb in a sentence to indicate hedging.
4. Underline the hedge(s) in the following sentences:
 - a. The teacher is rarely absent.
 - b. My mother usually prepares roti for breakfast.
 - c. The door is apparently locked from inside.

3.2.1.5 Adjectives:

An adjective is a word that describes a noun. Some adjectives which can be used in hedging language are: likely, doubtful, possible, probable, uncertain etc. Study the examples of adjectives as hedges given in the Table below:

Sl. No	Adjective	Example
1	Likely	It will likely rain tonight.
2	Doubtful	It is doubtful that colleges will start soon.
3	Possible	Maria thinks it is possible to grow plants in shade.
4	Probable	It is probable that he will marry his childhood friend.
5	Uncertain	Arifa is uncertain about joining driving school.

Check your progress:

1. What is an adjective?

2. Fill in the blanks using adjectives as hedges:

a. It is _____ that exams will start next month.

b. Samad says it is _____ to travel to Delhi.

In the Tables given above you have read the use of modal verbs, verbs, quantifiers, adverbs and adjectives as hedging. You also studied how to use *to...that* to indicate hedging language. You should also remember that **nouns** may also be used in hedging language. A noun represents a person, place, animate or inanimate things. The noun forms of the adverbs, adjectives and verbs used as hedges can also be used as hedging words. Look at the table below:

probably (adverb); probable (adjective)	probability (noun)
believe (verb)	belief (noun)
suggest (verb)	suggestion (noun)
indicate (verb)	indication (noun)
possibly (adverb); possible (adjective)	possibility (noun)

Now look at sentences using the words in the second column in the Table above. The examples given below will help you to understand the use of nouns in hedging.

Noun	Example
Probability	There is a probability that the mask mandate may remain for a longer time.
Belief	It the belief of most young people that social media is important.
Suggestion	My suggestion is to extend the vacation for the schools.
Indication	There is no indication that petrol prices will remain stable.
Possibility	We cannot predict the possibility of the pandemic coming to an end.

Check your progress:

1. What is a noun?

2. Write a sentence using "possibility" as a hedge.

3. Underline the noun used as a hedge in the sentence given below:

Rehana's suggestion is to avoid going out to the market today.

3.2.2 Polite Expressions:

In communication, it is important that we use polite expressions. When we write an email, send a message, ask a question or when we need something we must use polite language. Human relations or public relations may be affected if we are rude in written or oral communication. It is more important to be polite in formal situations or when addressing seniors or superiors. Rude language affects our relationship with others. We must learn to be polite in our expressions and tone. Look at the Table below to understand the difference between rude expressions and polite expressions:

S. No	Rude expression	Polite expression
1	Give me that book.	Please give me that book. Do you mind giving me that book? Could you please give me that book
2	Get lost!	Please leave the room. Go away please. Do you mind going away?
3	How many times should I repeat the	Please don't make me repeat the same thing

	same thing?	again and again. If you don't mind my saying, you are making me repeat the same thing.
4	Leave me alone.	I prefer to be left alone. Please leave me alone. Would you please leave me alone.
5	Buy me a cup of tea!	Do you mind buying me a cup of mind? Will you buy me a cup of tea? Please buy me a cup of tea.

I hope you understood the difference between rude expressions and polite expressions. Now let us how some polite expressions while asking questions.

Situation 1: At the bus stop

1. May I know which bus goes to Gandhinagar?
2. Would you mind telling me if bus number 107 stops here?
3. When does the bus start please?

Situation 2: At the bank

1. Do you mind telling me how to fill this form?
2. Could you please tell me the balance amount?
3. May I get a new passbook?

Situation 3: At the LSC (Learner Support Centre)

1. May I know the last date to submit the assignment?
2. Will you please let me know when the examination is scheduled?
3. Would you mind forwarding my request for SLM?

After practising how to ask questions politely, let us study **how to interrupt using polite expressions:**

1. Excuse me!
2. Sorry to interrupt but I have to leave now.
3. May I say something now?
4. You have a point but I beg to disagree with you.
5. If you dont mind my saying, I think we should end the meeting now.

Now look at some **polite expressions when talking to someone over phone:**

1. May I talk to Mr. Farhan please?
2. Is this Mrs. Sultana on the line?
3. Would you allow me to talk for two minutes please?
4. May I know your name please?
5. May I know who is on the line?

Now read the examples of rude and polite dialogue between two people to understand the importance of using polite expressions:

Sl.No	Rude Dialogue	Polite Dialogue
1	A: I want to talk to Rahim. B: Why do you want to talk to Rahim? A: I have to take his laptop. B: Get lost!	A: May I talk to Rahim? B: Would you mind telling why you want to talk to Rahim? A: I was wondering if I could take his laptop. B: Please go away.
2	A: How dare you lose the bike? B: Don't blame me. A: You are making me angry. B: I don't care.	A: How could you lose the bike? B: Please don't blame me. A: Don't make me angry, please. B: I am sorry. It was not my intention
3	A: What do you want? B: I want to submit my assignment. A: Go to the counter on the right. B: Ok.	A: How can I help you? B: I would like to submit my assignment. A: Please go the counter on the right. B: Thank you!

Check your progress:

1. What is the opposite of polite?

2. Rewrite the following using polite expressions:

a. Give me a glass of water. _____

b. What is your name? _____

c. Do not park your car here. _____

3.3 Learning Outcomes

At the end of this Unit, you must be able to understand the use of hedging language and the use of polite expressions in English. You must know the types of hedges and you should be able to apply hedging language in your academic writing. You should be familiar with polite expressions and you should have learned how to use polite expressions in your daily life. This should have helped you to improve your communication skills in English both spoken and written.

3.4 Glossary

Noun:Is a part of speech. It is a word used to name a person, place, animal, thing, idea or concept.

Verb:Is a word used to indicate action. It is an action or doing word.

Modals:Are auxiliary or helping verbs. They are used to indicate modality

Quantifiers:Are usually placed before nouns and are used to indicate quantity of the object.

Adverbs:Modify a verb, an adjective or another adverb

Adjectives:Are words used to describe nouns and pronouns.

3.5 Sample Questions

3.5.1 Objective Questions:

1. Give another term for hedging language.

2. Identify the hedge(s) in the sentence:

During the pandemic most of the offices allowed work from home.

3. Pick the adverbs of frequency used in hedging:

(a) Commonly (b) Frequently (c) Rarely (d) All of these

4. Identify the use of polite expression:

Eg (1) Give me a glass of water Eg (2) Please give me a glass of water

(a) Eg 1 (b) Eg 2 (c) Both Eg 1 and Eg 2 (d) Neither Eg 1 nor Eg 2

5. Rewrite "Get lost!" as a polite expression
6. Rewrite the sentence using polite expression: Which bus goes to Jamnagar.
7. Rewrite using a polite expression: What do you want?
8. Write a polite expression used to interrupt someone.
9. Rewrite using a polite expression: What is your name?
10. Complete the sentence using a noun as a hedge: There is a _____ of rain tonight.

3.5.2 Short Answer Questions:

1. What modal verbs are used in hedging? Give one example for each.
2. Explain the use of quantifiers in hedging language.
3. Write five sentences using five different polite expressions.
4. Write a short dialogue to explain the use of polite expressions "At the bus stop."
5. What is meant by hedges? Why are hedges used?

3.5.3 Long Answer Questions:

1. Explain with examples the use of hedges in English language.
2. Discuss the importance of polite expressions give examples.
3. Describe the significance of effective communication through the use of hedges and polite expressions.

3.6 Suggested Learning Resources

1. Dhillon, Alwinder and P.K. Singla. (2021) *English and Communication Skills*. Chandigarh: AbhishekPub,
2. Habeeb, Gulfishaan. (2014) *English for Speakers of Urdu: A Proficiency Course*. Hyderabad: OrientBlackswan,

Unit-4: Emotional Intelligence in Communication

Structure

4.0 Introduction

4.1 Objectives

4.2 Emotional Intelligence in Communication

4.2.1 Concept of Emotional Intelligence

4.2.2 Emotional Intelligence (EI) and Intelligence Quotient (IQ)

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4.0 Introduction

Emotion plays a very important role in the manner a person reacts to a given situation. The appropriateness of emotion and its expression becomes a deciding factor in dealing with the situation. If the emotion is guided suitably, the result is encouraging. Precisely for this reason, there is a pressing need to bring intelligence to emotions. This has given rise to the concept of emotional intelligence.

4.1 Objectives

The objective of this Unit is to familiarize you with the important aspects of emotional intelligence. An attempt is being made to make you understand the importance of emotional intelligence in dealing with different situations in life, particularly the difficult ones. They would

also learn ways to develop it to be an effective leader and a better communicator, in addition to learning how to use emotional intelligence to communicate effectively.

4.2 Emotional Intelligence in Communication

4.2.1 Concept of Emotional Intelligence:

The concept of emotional intelligence started gaining ground in the 1990s when Daniel Goleman revolutionized the concept. He presented his ideas on emotional intelligence in his book, *Emotional Intelligence: Why It Can Matter More Than IQ*. According to him: “Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships.”

Emotional intelligence (also known as emotional quotient or EQ) is the ability to understand, use, and manage our own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. It is a combination of emotions and intelligence as against only intelligence. Emotional intelligence helps a person build stronger relationships, being successful, and achieve career and personal goals. It can also help a person to connect with his/her feelings, turn intention into action, and make informed decisions about his/her preferences.

4.2.2 Emotional Intelligence (EI) and Intelligence Quotient (IQ):

Emotional Intelligence (EI) is different from the Intelligence Quotient (IQ) as the latter represents general intelligence. IQ is mostly an inborn attribute, while EI is an acquired and learned attribute. IQ may give better academic excellence, whereas EI is important for leaders and managers to communicate effectively and excel in the work sphere. EI abilities become more crucial for higher ups in an organization as they are responsible for high-impact decisions, effects of which can be felt throughout the organization. A table enumerating the important features of IQ and EI is given below:

IQ	EI
General intelligence	Emotional intelligence
Mostly inborn	Learned/acquired
Abstract thinking	Feeling, perception

Academic excellence	Success in life
Excel in mental challenges	Excel in social challenges
Individually brilliant academicians	Leaders, Captains, Managers

4.2.3 Domains and Competencies of Emotional Intelligence:

Various models of emotional intelligence have been propounded by different scholars over a period of time. Most of these theories are very similar except for few variations in their structure. Daniel Goleman originally developed a model in 1998 with five domains for better understanding of Emotional Intelligence. However, he redesigned his model in 2002 with four domains. These domains are: self-management, self-awareness, social awareness and relationship management. Related competencies of each of these domains are reflected as illustrated below:

Daniel Goleman’s Emotional Intelligence Quadrant

	Recognition /Awareness		
Self	Self-Awareness Emotional self-awareness Accurate self-assessment Self-confidence	Social Awareness Empathy Organizational Awareness Service	Others
	Self-Management Emotional self-control Transparency Adaptability Achievement Initiative Optimism	Relationship Management Influence Inspirational Leadership Developing Others Change catalyst Building bonds Conflict Management Teamwork & Collaboration	

	Regulation/Control	
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Source: Goleman, D. (1998). *Working with emotional intelligence*, <http://ohio4h.org>.

- **Self-management** – It is the ability to control one’s impulsive feelings and behaviour. The person can manage various emotions in healthy ways. They can take initiative, follow through on commitments, and adapt to changing circumstances with ease. This is self-management.
- **Self-awareness** – It is the capacity of a person to recognize the impact of various kinds of emotions on their thoughts and behaviour. It enables a person to identify their inherent strengths and weaknesses. These attributes enable him/her to have better self-confidence. This makes a person develop a balanced approach towards relationships.
- **Social awareness** – Social awareness is a product of one’s empathy. If a person has empathy, he/she will be in a better position to understand the emotions, needs, and concerns of other people. It becomes easier for them to pick up on emotional cues and enhances their comfort in social situations. It also enables him/her to identify the group dynamics or dynamics within an organization with relative ease. It is also one of the important traits to build social relationships and maintain them too.
- **Relationship management** – A better relationship management skill set enables development of good long-lasting relationships. Important aspects to be successful in this endeavour are clear communication and ability to inspire and influence others through words as well as actions. The better one’s relationship management skills, the more successful is the person in a work environment as well as personal relationships.

4.2.4 Importance of Emotional Intelligence:

In many cases, it has been observed that people who are brilliant in their academic pursuit are found wanting at their work place and social gatherings. Such persons are also found to lack

fulfilling personal relationships. Only Intellectual ability or intelligence quotient (IQ) alone isn't enough to achieve success in life. It is not IQ but a person's EI that helps them overcome the stress and emotions that are an undeniable part of life. IQ and EI should coexist and are most effective when they complement each other. Emotional intelligence has a bearing on the following:

Performance at work: A person with high emotional intelligence finds it easier to tackle various complexities including social situations at workplace and finds himself/herself better placed to lead and motivate others. In fact, when it comes to assessing important job candidates, many companies have now started employing EI testing before hiring because they have realized the importance of emotional intelligence and rated it as important as technical ability.

Physical health: Improper management of emotions results in failure to manage stress, leading to serious health problems. Uncontrolled stress causes multiple health hazards like high blood pressure, speeding up the aging process, among many other disorders.

Mental health and relationships: Health gets affected due to uncontrolled emotions and stress making a person vulnerable to anxiety and depression, as also deterioration of social skills. For a more effective communication at work place and personal life, a person should have a better understanding and control of one's emotions. Such people also find it easier to have strong relations.

Social intelligence: Presence of social intelligence in a person enables them to balance the nervous system with a better social communication. It also allows him/her to access the inherent nature of other people and make them feel loved and happy.

4.2.5 Building Emotional Intelligence:

Emotional intelligence is made up of certain key skills which can be acquired at any time. However, it is important to apply that knowledge to deal with different situations in life. It is possible to effectively stand up to the pressure by permanently changing one's behaviour through learning the required skills and using them effectively. In the ensuing paragraphs, steps to learn and use the key skills to build a person's EI and thereby empowering a person with better management of emotions and ability to connect better with others are discussed.

Self-management

A person can make constructive decisions about his/her behaviour by effectively using emotions. In a stressful situation he/she can lose control of his/her emotions and the ability to act

thoughtfully and appropriately, and making a rational decision becomes difficult. The person then finds himself out of their comfort zone. A person with ability to manage stress is better prepared to receive upsetting information and does not allow their thoughts and self-control to be clouded. It allows them to have better control on impulsive feelings and behaviour, resulting in rational thinking to come out of such situations. Their adaptation to changing circumstances is quite smooth and control of emotions is very effective.

Self-awareness

Another of the most important steps to build emotional intelligence is Stress Management. The experience of early life has a bearing on the emotional experience of a person. Management of core feelings like joy, anger, sadness etc. depends a lot on the emotional experiences faced by a person in their early life. Emotions managed well in early childhood will most likely be valuable assets in adult life. On the contrary, confusing, threatening or painful experiences in childhood, give rise to a confused adult who most likely will try to distance himself/herself from their emotions. Such people can neither help themselves nor the organization they are associated with.

If any of the following experiences are unfamiliar, it implies that the person has turned off his/her emotions:

- Does a person experience feelings that flow, encountering one emotion after another, on account of change from moment to moment?
- Does he/she experience physical sensation in places like the stomach, throat, or chest as per their emotions?
- Do subtle facial expressions reveal individual feelings and emotions, such as anger, sadness, fear, and joy experienced by the person?
- Can they experience intense feelings that are strong enough to capture both their attention and that of others?
- Do they pay attention to their emotions? Does this affect their decision making?

If the answer to any or all of this is in the affirmative, then the person must reconnect to one's core emotions, accept them, and become comfortable with them to build EQ and become emotionally healthy. It can be achieved through the practice of mindfulness.

Social awareness

Social awareness is a person's ability to be present in the moment. It enables a person to recognize and interpret the body language (non-verbal cues) of others. These cues convey the changing state of the feelings, the emotional state of the other person. A socially aware person will be able to interpret and understand the power dynamics of a group through the non-verbal cues sent by groups of people. They can easily share the emotional experiences of the group. It makes them socially comfortable.

A person will be unable to pick up on subtle nonverbal cues when they are in their own world. It is very important to understand the important role played by mindfulness in the process to build social awareness. While many persons may pride themselves on their ability to multitask, but this may sometimes make them miss the subtle emotional shifts taking place in other people and will also make them miss the opportunity to fully understand them.

- By focusing on the interaction and setting other thoughts aside, a person is more likely further their social goals.
- When we focus on changes in another person's emotional responses, it also makes the other person conscious of the changes in their own emotional world.
- One's own self-awareness doesn't diminish by paying attention to others. By making the effort to listen to others, one actually gets to understand their own emotional state as well as their inherent values and beliefs. For example, if a person feels uncomfortable while listening to views expressed by others, it makes them learn something important about themselves. It makes them identify their strengths and weaknesses. It gives an ample scope to better themselves.

Relationship Management

Emotional awareness enhances a person's ability to recognize and understand the experience being felt by the other persons. Presence of this attribute enables a person to forge more effective, fruitful and fulfilling relationship by effectively developing additional social/emotional skills.

Develop awareness towards recognizing nonverbal communication effectively: Recognizing the nonverbal messages that a person sends to others can play a major role in bettering their relationships. Facial contractions, eye contact, hand movements, posture, twitching of the mouth, nose etc, help a person convey their emotions without use of words. It also enables a person to

understand other peoples' emotional intent. The emotional part of one's brain is always in an active mode.

Use Humour and play to relieve stress: Humour, laughter and play are very important to keep things in the right perspective and are natural antidotes to stress. Laughter is believed to bring a balance to the nervous system reducing stress and sharpening one's mind. It also makes a person more emphatic. We have also seen the growth of various laughter clubs. This is all to relieve stress in this fast paced world and carve out emotionally strong people.

Visualizing conflict as a means to grow closer to others: Conflict and disagreements are misunderstood in human relationships. No two people are alike; neither are their needs, opinions, or expectations. However, that isn't a negative sign. Healthy, constructive ways of resolving conflict can improve trust between people. Resolving conflicts in a heated discussion, when not perceived as threatening or punishing, fosters freedom, creativity, and safety in relationships. Moreover, it prepares to acclimatize to difference of opinions in a positive way. It fosters 'agree to disagree'.

Check your progress:

1. Give one example of Emotional Intelligence
-
-

4.2.6 Emotional intelligence and Communication:

Daniel Goleman defined impactful communication as a process of effective give and take. Effective communication implies clear statement of what we want to be conveyed. Our opinion should be clearly put across. It is also the ability to listen properly. It requires the use of empathy to clearly understand what the other person has to say. A very good indicator of effective communication is a situation wherein both parties feel accepted and take active role in the discussion and the resolution. To communicate effectively, one has to stay objective and be open to taking information in. One of the most effective way of improving communication skills is by managing emotions.

Self-control, one of the important constituents of emotional intelligence is an important attribute for effective communication. Self-control helps a person in managing and controlling their emotions in a conversation. Lack of it makes it difficult for a person to be part of any

discussions in a neutral state which may result in the person remaining preoccupied with their thoughts during the discussion. It sends a wrong signal to the other person regarding their active participation in the discussion.

Emotional intelligence helps a person to maintain his composure during adverse situation. A person, who lacks self-control will lose his composure on listening to something unexpected during the conversation. His reaction might be unpleasant which may affect the relationship adversely. However, a person with self-control will stay composed and react in a very reflective manner. He will ensure that the conversation remains on track and does not result in any conflict.

Self-control also helps to level the nerves. A nervous person tends to talk really fast or mumble during a conversation. However, a person with self-control will manage his emotions and will communicate clearly and effectively.

Another important competency of emotional intelligence which helps in effective communication is empathy. Empathy allows a person to listen to others with attention and refrain him from making judgment. Empathy allows a person to keep a curious mind and stop from judging the other person too quickly. It also enables a person to adapt his language and body language to the person that he is talking to and helps to build a rapid connection. Empathy enables a person to quickly align his approach and his communication strategy to address the needs of his audience.

Social and relationship skills is one attribute of the competency of emotional intelligence which encourages effective communication. It allows a person to establish a strong connect to the people spoken to. Usually the members of an audience are convinced that they are the most important person in the world to the speaker and hence are very attentive.

4.2.7 Better EI for Effective Communication:

A leader with better EI will have better communication with his team. It is found that a leader with better EI usually follows the following practices to have an effective communication;

- **Listen and reflect before responding:** When he comes across a report from a teammate voicing an opinion not shared by the Manager, he can respond in two possible ways:

First option: “This is not important to the discussion.”

Second option: “Tell me more about that.”

The first option will result in closing the report while the second option will result in opening a dialogue and may come across as something with which the system can be improved. Teammates also feel involved and encouraged.

- **Acknowledge and affirm: If the manager disagrees with the report,** he can respond in two possible ways

First option: "This doesn't meet our objectives; it is not the direction in which we are headed."

Second option: "I value your opinion and appreciate the courage it took for you to speak up. Let me explain the rationale for why the company is choosing to head in this direction."

Selection of the second option makes the teammate feel involved in the process and he will be in a better position to follow the plan recommended by the manager as a two way communication has taken place.

- **Use empathy skills: Best feedback for new processes and requirements can be received if the manager** encourages both negative as well as positive feedback. Such encouragement can only be provided by a manager with high EI. A manager lacking empathy will not encourage transparent feedback system resulting in denial of best feedback mechanism.

If a teammate says a new procedure is taking too much of time, the manager may respond in following manner:

First option: "I don't care. You have to meet the new requirement."

Second option: "I am grateful that you told me. How do you think we can improve the system?"

The second option makes the teammate feel as part of the system and he will strive hard to contribute to the process. If the manager goes for First option, it will dishearten the teammates.

- **Don't take things personally: A negative report from the teammate may appear as a bad decision by the manager. His response could be either :**

First option: "You don't know what you're talking about."

Second option: "I hear you. What could I have done that would be better?"

Employees respect and admire a manager who is open about their own shortcomings. Such behaviour is only possible from a manager with high EI. The second option would result in better management system with strong relationship between the manager and his teammates which will be good for the organization. The first option would create bad blood between the manager and the teammate. So it is always essential to make criticism/negative report in a positive way so as to have a right impact. This can be possible only if the leader has a good EI.

4.2.8 Summary:

To summarize, emotions are a part of human mind and heart and they affect our performance. They are transient from personal life to professional life and vice versa. Emotional intelligence (EI) allows a person to say what he wants to say, to express himself with clarity, and to make sure that his voice is heard. Such a person doesn't require to be pushy or aggressive to be more assertive. Emotional intelligence can be a platform to tune in to the other person by using empathy, managing emotions, and building relationships. It enables the person to put forth his point, convince other people of his ideas. He feels confident while building trust and strong relationships. He will be in a better position to inspire others with his ideas. People with higher EI become better leaders, captains, managers. EI provides base for building teams of excellence.

4.3 Learning Outcomes

It is expected that you have understood the meaning and importance of emotional intelligence after going through the Unit. You should also be able to appreciate the role played by the emotional intelligence in making communication effective.

4.4 Glossary

Quotient: The magnitude of a specified characteristic or quality

Attribute: A quality or feature regarded as a characteristic or inherent part of someone or something

Inborn: Natural to a person or animal

Empathy: The ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place

Impactful: Having a major impact or effect

Subtle: Making use of clever and indirect methods to achieve something

Preoccupation: The state or condition of being engrossed with something

Curiosity: A strong desire to know or learn something

Conflict: Competitive or antagonistic state (of divergent ideas, interests)

4.5 Sample Questions

4.5.1 Objective questions:

1. Which of the following individuals connects to the term 'emotional intelligence'?
 - (a) Goleman
 - (b) Weschler
 - (c) Sternberg
 - (d) Ekman
2. Identify the skill not associated with the emotional intelligence
 - (a) Experiencing love
 - (b) Negotiating conflict
 - (c) Being sensitive to others
 - (d) Expressing pride and anger
3. Emotional Intelligence is characterized by
 - (a) Proficiency in Problem Solving
 - (b) Better interpersonal relationship
 - (c) Good sense of humour
 - (d) All of the above.
4. Emotions are _____.
 - (a) Responses objective to our experiences
 - (b) Responses subjective to our experiences
 - (c) Physiological changes to our experiences
 - (d) Behavioural changes to our experiences
5. Being empathetic means that you _____.
 - (a) Are pathetic
 - (b) Are lazy
 - (c) Help others
 - (d) Understand and share other people's feelings and emotions
6. Emotional intelligence is different from other intelligences in that _____.

- (a) It is a set of skills
 - (b) It can be measured using tests easily
 - (c) The focus is on emotional reasoning, ability, and knowledge
 - (d) It is a new type of intelligence
7. Which of the following is the best predictor of academic performance?
- (a) EI
 - (b) IQ
 - (c) Personality
 - (d) None of these
8. Challenging and disagreeing with other people's opinions is _____.
- (a) Important when solving problems
 - (b) Rude and shouldn't be done
 - (c) Only okay if you know you're right
 - (d) A terrible thing to do
9. Mindfulness is the practice of purposely focusing attention on the present moment, _____ judgment (with/without).
10. A person with better IQ will excel in _____ challenges (Social/Mental).

4.5.2 Short Answer Questions:

1. Describe Emotional Intelligence and Intelligence Quotient?
2. Describe Daniel Goleman's Emotional Intelligence Quadrant.
3. Write short note on importance of Emotional Intelligence.
4. Describe importance of social awareness for Emotional Intelligence.
5. Describe various competencies of emotional intelligence used for effective communication.

4.5.3 Long Answer Questions:

1. What is emotional intelligence and what are its attributes?
2. How can emotional intelligence be built?
3. How can communication be made more effective with better emotional intelligence? Explain with examples.

4.6 Suggested Learning Resources

1. Goleman, D. (1998) Working with Emotional Intelligence.
2. Goleman, D., Boyatzis, R. & McKee, A. (2002) Primal Leadership: Realizing the Importance of Emotional Intelligence.

Unit – 5: Interaction at Public Places (railway station, airport, banks, hotels, hospitals)

Structure

5.0 Introduction

5.1 Objectives

5.2 Interaction at Public Places (railway station, airport, banks, hotels, hospitals)

5.2.1 Formal and Informal Communication

5.2.2 Importance of Communication

5.2.3 Interaction at Railway Station

5.2.4 Interaction at Airport

5.2.5 Interaction at Bank

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5.2.7 Interaction at Hospital

5.3 Learning Outcomes

5.4 Glossary

5.5 Sample Questions

5.6 Suggested Learning Resources

5.0 Introduction

Interaction is a manner or a way through which others can be affected, and hence it is thought to be reciprocal. It is a medium that is not dependent on mere verbal articulation. It can be a sign or gesture through bodily movement. However, it is significant to indicate that there must be a clear-cut response to the said action in an interaction. For instance, if someone is at a public place such as at a bus stop, in a bank or at a railway station and that person looks at the person next to him and smiles if the other person also smiles, it is a sort of interaction though without articulating a single word. The term interaction is utilized in all the disciplines of human life. Socially speaking, it is an important part of human activities in which one person interacts with another person. Social force or fabric also has a vital role in the way its inhabitants interact. Tone and form of interaction change depending on the person being interacted and the context in which interaction takes place. Communication is an act of sharing something, especially

information, with others. It can exist either between two or more than two persons, and language takes an imperative part in communication.

Language assists in conveying a message or sharing information with other people in a befitting manner. But it does not mean that it is merely restricted to language, even signs, visual, and gestures can be used in communication. There may be one-way or two-way communication. Watching TV and reading newspapers are a sort of one-way communication. Here, information is supplied from one side and there is no response from the other side. But a communication takes place at school, office or at any other level is mostly two-way or dual directional communication. It is to note that both the words interaction and communication are used often interchangeably, but there is a distinctive difference between the two. Interaction is a broader term which is meant to influence or affect the others, while communication is a part of interaction that is mainly limited to provide a message or information. Interaction is always two-way process, while communication can be either one or two directional process. Communication always involves sharing or conveying an information, but in interaction it is not so.

Check your progress:

1. Is reading newspaper a two-way communication?

2. Can interaction be a one-way process?

5.1 Objectives

The main objective of this Unit is to teach you about interaction and communication at public places like railway stations, banks, airports, hotels, and hospitals. In addition, how formal and informal situation emerges during interaction at these places is also explained. The other objectives of this Unit are to:

- be familiar with the term interaction and communication, especially at public places.
- be aware about difference between interaction and communication.
- comprehend different forms of interactive and communicative forms at public places.
- differentiate between formal and informal communication.

- be aware of the terms with regard to interaction and communication, such as one way, two-way, single or dual directional.

5.2 Interaction at Public Places (railway station, airport, banks, hotels, hospitals)

5.2.1 Formal and Informal Communication:

Communication plays a vital role in daily routine of human life and hence, it can be broadly categorized into two types such as formal or informal communication. In formal communication, information is conveyed or shared through proper channels and that is why it is also called official communication. Through formal communication the information is transported in a proper and effective way to the receivers. The key examples of formal information are reports, directions letter, and description of work and information based letter. Communication between superior and subordinate also comes under formal communication. Here, rule, tone, and language are very strict and rigid. Rules and tones have more importance than the persons involved. While in informal communication there are no such rigid rules and people communicate freely. Even at organizational level, informal communication is free from the difference of superior and subordinate barrier and boundary. There are no rules, barriers, and guidelines to be followed in informal communication. It is very flexible and free from formalities of formal communication. The key disadvantage of this sort of communication is that rumours and misinformation flies too soon based on informal communication.

Check your progress:

1. What is the other term for ‘formal communication’?

5.2.2 Importance of Communication:

Communication has a key role in human life and one has to be proficient in communicative skills to be ahead in every walk of life. It is even more important at organizational level where opinions, perceptions, and ideas are expressed among people via communication. It is consisted of either oral or verbal and even includes signs and gestures to communicate effectively. In organizational level communication, especially in presentation based communication, sign language, body expressions, and eye contact play very important role

for an effective and impactful impression. Communication is also vital to improve organizational management and collaborations within an organization and with other organizations as well. In the current age of telecommunications and information technology, the role of communication and its strategies have attained even a higher rank. Effective communication polishes the leadership and management skills among people, and it makes the process of planning more convenient. It has positive impact on boosting the moral and self-esteem of the employees.

Check your progress:

1. What is important for an effective communication?
-

5.2.3 Interaction at Railway Station:

A. Formal Situation:

Here, a passenger has lost his luggage during a journey by train, and he has come to inquire about it and a formal situation emerges between enquiry officer and the passenger seeking for information and the officer is informing him. The dialogue goes like this:

Passenger: Good morning sir, may I have a little favour?

Enquiry Officer: Sure sir, how may I assist you?

Passenger: I have lost my luggage during journey. Can you please help me in getting it out?

Enquiry Officer: Sir, please give me details about your luggage.

Passenger: It consisted of two black suitcases and trolley bag.

Enquiry Officer: Can you please give me your ticket and ID card to proceed?

Passenger: Here are my ticket and ID card.

Enquiry Officer: Sir, we will be in touch if there is any update about it. Please give us 1 to 2 days to have a report about it.

Passenger: Thank you sir, I will be waiting for your response.

B. Informal Situation:

Two friends meet after a gap of more than 8 years and they are having an informal and friendly chat with each other that consists of what they are currently doing and what they had done in the previous years. It also indicates why they are at the railway station. The dialogue or conversation between them goes on like this:

Sajid: Hello, Ashraf, how are you?

Ashraf: Hi! I'm good, how are you Sajid?

Sajid: I am good too, nice to see you after 8 years. What have been doing?

Ashraf: I have done diploma in commercial art and am working as an artist these days. What about you?

Sajid: I did my graduation in information technology, and currently I am working in a multinational company.

Ashraf: That is wonderful! What brought you to the railway station?

Sajid: I am going to see my younger sister.

Ashraf: Good. Are you married now?

Sajid: Yes, I am and have two kids. What about you?

Ashraf: No, not yet. Sorry I have to leave. My train has arrived.

Sajid: No issue, Ashraf, hope to see you again.

Ashraf: Sure, have a safe journey. Bye.

5.2.4 Interaction at Airport:

A. Formal Situation:

In case of traveling abroad, the passengers have to check-in and go through immigration check and security check boarding a flight. Here, a dialogue between an immigration officer and a passenger is shown as an example.

Immigration Officer: Hello Sir! Can I have your passport, please?

Passenger: Sure you can, here it is..

Immigration Officer: Thank you sir, are you traveling as a tourist or on business?

Passenger: I'm a tourist.

Immigration Officer: Do you have a return ticket?

Passenger: Yes. I booked a round-trip.

Immigration Officer: OK sir, welcome and have a pleasant experience.

Passenger: Thank you, sir.

B. Informal Situation:

Two friends are seen chatting with each other at the airport. One is traveling for the first time by plane, while the other has traveled by air earlier.

John: Hello Kareem! Good to see you!

Kareem: Hi John! Nice to see you after a long time.

John: Is this your first time traveling by air?

Kareem: No, I flew last month.

John: How was your flight experience?

Kareem: It was good. Our company had arranged it.

John: Oh, that's nice! I'm traveling by flight for the first time now.

Kareem: Oh ok. You'll enjoy it.

John: How were you feeling when the plane was taking off?

Kareem: I was a bit nervous at the beginning, but then it was great feeling.

John: It might have been an amazing experience, I am sure.

Kareem: It sure was!

Check your progress:

1. Will it be a formal or an informal communication between a passenger and an immigration officer?
-

5.2.5 Interaction at Bank:

A. Formal Situation:

Let us now look at an interaction that takes place in a formal situation where a customer has come to get his account opened in a bank. The interaction takes place between the bank manager and the client about the procedure, terms, and conditions of opening an account. It goes like this:

Bank Manager: How can I help you?

Client: I want to open an account in your bank. Can you please help me out in the matter?

Bank Manager: Of courser! Please, let me know which kind of account would you like to open?

Client: I am not sure about the types of account. I just want to tell you that I have some amount and want to save it.

Bank Manager: That is a good idea. Savings account will do for you.

Client: Ok. What is the procedure? What documents are required?

Bank Manager: Don't worry, sir. You have to do nothing. Just a few requirements will be needed by the bank to get things done. You just have to provide the ID containing address and the source of income to proceed.

Client: I have these two documents with me (Handing over to bank manager).

Bank Manager: That is good. Please fill this form and submit it at Counter 2.

Client: Sure.

Informal Situation

Now look at an informal situation in which two students who are friends are talking about their bank accounts and financial details while they are in the bank premises. Their interaction is friendly and informal in nature and tone, and it goes like this:

A: Hey! How are you? What brought you to the bank?

B: Hello! I came to deposit some amount.

A: Ok.

B: What about you?

A: I am here to withdraw some amount from my current account.

B: Why don't you have a saving account which is a bit convenient?

A: I don't know about it.

B: I'll explain to you next time we meet.

5.2.6 Interaction at Hotel:

A. Formal Situation:

It is a situation in which a receptionist of a hotel has got a call from a customer in order to get his room booked in the hotel. The interaction between the two consists of formal communication in which one seeks the information and the other participant replies to the information being sought regarding hotel, room, and other matters. The dialogue goes like this:

Receptionist: (After picking the phone) Good morning! How may I assist you?

Customer: I would like to have a room for tonight stay at your hotel, mam.

Receptionist: Sure, sir. Can I ask what kind of room would you like to have?

Customer: I want a single room as I am here for a business meeting.

Receptionist: OK sir, hold on please for a moment and let me check the detail whether single room is available for tonight.

Customer: Sure.

Receptionist: Yes sir, Room no 25 is available for tonight. Would you like me to reserve it for you?

Customer: Yes. Please, reserve it right now. But can you let me know how much will it cost?

Receptionist: It is 3000 rupees, sir.

Customer: Meal charges are also included in the amount?

Receptionist: Yes sir. Breakfast and dinner is included in the amount, and it will be served in the dining room of the hotel.

Customer: That sounds good. Please, reserve it for tonight.

Receptionist: Sure sir. Please, give me your credit card details to proceed.

Customer: 12345678900

Receptionist: OK sir, I have reserved the room. The checkout is at noon.

B. Informal Situation:

Here an informal situation takes place in which two friends visit to a hotel for some refreshment. During the conversation, what they discuss is depicted in the subsequent dialogue.

Rashid: Hameed, let's go to some hotel. I am feeling hungry and tired at the same time.

Hameed: I am also feeling the same. I wonder if there is any good hotel here!

Rashid: There are so many around us.

Hameed: But I want to go to a peaceful and relaxing place.

Rashid: Don't worry. I will accompany you to the nearby hotel which you will like for sure.

Hameed: (After reaching hotel) See the calmness and lush green grass lawn of the hotel? Do you like it or not?

Rashid: It is a good one! You have a similar taste like me. Let's order something.

Hameed: Sure, (calling waiter). What would you like to have, Rashid?

Rashid: Whatever you like to have.

Hameed: (To waiter) Please, fetch two coffees and two cheeseburgers.

Rashid: (After enjoying the coffee and burger, asks Hameed). Would you like to have something else?

Hameed: No, dear. It was a good experience over there. (Asking the waiter for bill).

After paying the bill, they go out of the hotel.

5.2.7 Interaction at Hospital:

A. Formal Situation:

Here a formal conversation takes place between a doctor and a nurse about the patient being treated in their hospital. It is about present status and future steps to be taken for the improvement of his health. Their conversation goes like this:

Nurse: Good Morning doctor! I want to tell you about the condition of the patient on bed 301.

Doctor: Yes, please tell me is there anything worth indicating about the condition of the patient?

Nurse: Yes doctor. The patient remained restless throughout the night as he was feeling pain and nausea at the same time.

Doctor: Did you give him the medicines I prescribed?

Nurse: Yes, doctor, I did.

Doctor: I am writing an extra medicine for the patient. Please give him right now. And do let me know after few hours about his condition.

Nurse: Sure sir. I will give him the medicine and keep you updated about his condition .

Doctor: Thank you sister. You are doing a good job.

Nurse: Thank you doctor. Have a good day.

After the discussion on prescription, the doctor goes towards his room while the nurse moves towards the ward to give medicine to the patient in discussion and to attend the other patients in the ward.

B. Informal Situation:

It is a discussion between two friends in a hospital. One is admitted in the ward and the other friend has come to attend him and to ask about his health. The interaction between the two is informal, and it goes like this:

Asjad: How are you, Atif, right now? How are you feeling now?

Atif: Asjad, I am not feeling any better. I had severe pain all night.

Asjad: Did not you sleep well during the night?

Atif: No, I did not because of the pain. I was feeling sleepy but could not sleep properly.

Asjad: That is why you look tired. Were you attended by the nurse during the night?

Atif: Yes, I was attended by the nurse. She was very gentle and caring and made every possible effort to soothe my pain.

Asjad: That is good. Has the doctor revisited or not yet?

Atif: Yes, he came few minutes before you came in. He prescribed some medicines and injection for pain. Will you please bring get them from the chemist?

Asjad: Sure Atif. I will bring it now so that you may get some relief in pain.

He goes and brings the medicine and the injection for his friend, and the nurse does the rest. After sometime, Atif feels relaxed and he goes on to sleep.

5.2.8 Let Us Sum Up:

To conclude, interaction is meant to influence others while communication is meant to convey or share ideas, perceptions, and information. Mostly these terms are used interchangeably, but there is a distinctive difference between the two. Interaction is a broader term and communication is a part of interaction. Communication is either formal or informal. One major difference is that in interaction there is a response that is required, but in communication it is not required. Communication can be one-sided as well. It can be one way or two/multi- directional processes. While interaction at public places such as railway station, banks, airport, hotels, and hospitals is a form of social interaction that can be informal or formal.

5.3 Learning Outcomes

After going through the Unit, you should be able to:

- be aware with the term interaction and communication.
 - know the difference between interaction and communication.
 - differentiate between formal and informal communication.
 - know one way, two-way, single or dual directional interaction and communication.
-

5.4 Glossary

Impactful: Effectual, significant

Taking off: Leaving the ground, take to the air

Convenient: Suitable

Nasty: Wicked, cruel

Lush: Flourishing, luxuriant

Refreshment: Snacks

Consequently: As a result

5.5 Sample Questions

5.5.1 Objective Questions:

1. Which of the two terms is called reciprocal among interaction and communication?
(a) Interaction (b) Communication
(c) Both of these (d) None of these
2. Where a clear-cut reaction or response is required from the other side to move the pace on?
(a) In communication (b) In interaction
(c) In both of these (d) In none of these
3. Though language is an imperative tool in interaction, but it is not merely limited to oral and verbal language, rather it includes
(a) Bodily movement (b) Gestures and signals
(c) Signs and expressions (d) All of these mentioned above
4. Interaction is a broader term used in all domains but in public place which of these types is utilized for interaction?
(a) Social interaction (b) Multiple nature of interaction
(c) Cultural interaction (d) None of the above
5. Communication which is a part of interaction can be divided into which of these types of communication?
(a) Formal communication (b) Informal Communication
(c) Formal and Informal Communication (d) None of these.
6. Which of these can take place without any response or relation from the other side to move ahead?
(a) Interaction (b) Multiple directional communication
(c) Communication (d) All of these.
7. Which of these terms is mainly meant to influence or affect people, rather than serving any other objective?
(a) Informal Situation (b) Formal Situation
(c) Interaction (d) Communication

8. Which of these is specially meant to supply or seek information, opinion, views, and perceptions?

- (a) Communication (b) Interaction
(c) Both of these (d) None of these

9. Which of these is either one or two directional in nature?

- (a) Communication (b) Interaction
(c) Situation (d) All of these

10. What has a key role in every walk of human activity to proceed in daily matters of human life?

- (a) Communication skills (b) Management skills
(c) Financial skills (d) Social cultural Critique

5.5.2 Short Answer Questions:

1. What is meant by formal and informal communication?
2. Why communication is one or two directional, unlike interaction?
3. How will you differentiate between formal and informal communication?
4. What is meant by the terms reciprocal?
5. Discuss the role of social interaction, keeping in view the significance of communication in social setting?

5.5.3 Long Answer Questions:

1. What is the distinctive difference between the two terms often used interchangeably, i.e. interaction and communication?
2. How do people interact at social places such as railway station, airport, hotels and hospitals?
3. What is the significance of interaction in human life, especially at public places, as a part of their social interaction?

5.6 Suggested Learning Resources

1. Hargie, Owen. (2019) *The Handbook of Communication Skills*. New York: Routledge, Print.
2. Pandey, Meenu. (2020) *Communication Skills*. Pune: Nirali Prakashan, Print.
3. Tuhovsky, Ian. (2019) *Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking*. New Delhi: Rupa Publications, Print.

Unit-6: Understanding Audio and Visual Reports

Structure

6.0 Introduction

6.1 Objectives

6.2 Understanding Audio and Visual Reports

6.2.1 Significance of Audio and Visual Reports

6.2.2 Significance of Audio Report

6.2.3 Essential Aspects of Understanding Audio Reports

6.2.4 Essential Aspects of a Visual Report

6.2.5 Significance of Visual Report

6.2.6 Understanding Visual Reports

6.2.7 Let Us Sum Up

6.3 Learning Outcomes

6.4 Glossary

6.5 Sample Questions

6.6 Suggested Learning Resources

6.0 Introduction

We live in an age where there is a much relevance of sound that might be pleasant, annoying, distracting, and disturbing. There are sounds which are essential in making things clear and making life and world a charming place and there are sounds which can be irritating, distracting or unwelcome and these are known as noise. Similarly, visuals and images too have multiple purposes in human life and includes comprehensiveness. A combination of audio-visual can serve numerous purposes in human life. Audio-visual tools are assisted by technological advances in communication.

Reporting or communication carried through the use of audio and visual sources is a productive form of communication. The prime objective of audio visual reports is to target the sense of sight and hearing of target audience. Audio visual reports have the ability to create a lasting impression. It is reported that the retention of the events being reported by means of audio and visual is six times greater as compared to text reports. As it is combination of both what is

heard and what is being captured via audio and visual so psychologically the events remain in memory for a longer period of time. In electronic media of present age, reports are consisted of all the three elements of reporting i.e. words, image, and voice.

It is not necessary that a report is exclusively audio-based without any visual content and vice-versa. An audio-video report is a report increasingly used in the professional fields and is a combination of text and image with audio component where necessary. The voice-over in an audio-video report may be the only audio component in some such reports. In other cases, the audio-video report may have the presenter reading out or presenting the report as the audio element. Sometimes, audio clippings may be incorporated within an audio-video report.

Preparing a good audio-video report comes with practice. But understanding an audio-video report is important because it is a source of information. The graphs presented in a report need to be interpreted and converted to text. Similarly, figures, charts, pie-diagrams and images need to be converted to text. It is here that communication skills in the English language become important.

6.1 Objectives

The objectives of this Unit are to:

- make the concept of audio visual report clear.
- understand the significance of Audio visual reports.
- understand how audio reports serve as a primary as well as secondary source to understand and interpret data and information.
- know different types of sound, voice and background sound recognition in an audio recording done with the assistance of computer and technology.
- Examine the essential components of audio-visual reports.

6.2 Understanding Audio and Visual Reports

Audio-visual reports are supported by image, voice and texts. Visuals can be photographs, pie charts, diagrams, graphs, and animated visuals as per the nature of the reports. Audio and video can engage listeners and viewers more deeply. Audio effects can hold the attention of the audience and provide more clarity. Audio-visual reports have more relevance as these can be understood and interpreted by those as well who are less educated because of visual and auditory content. Audio-visual reports are more persuasive in nature and have the ability to capture the attention of larger audiences.

6.2.1 Significance of Audio-Visual Reports:

The present age is an age of communication and to be proficient in communicative skills is a key to success in all walks of life. Reports, either business or media, can be effective if there is an audio-visual component. Technological advancement has made reporting easy with the incorporation of audio-visual content. Audio-visual reports are considered an essential aspect of business or official correspondence. They are also increasingly used in the academic field. Power point presentations are an inherent part of academic presentations and are commonly used in seminars, workshops, conferences, viva presentations, thesis defence etc. In recent years they were used to deliver online classes effectively. In this Unit, we will concentrate on how to understand audio-visual reports.

6.2.2 Significance of Audio Report:

Audio description or report is a key for those who are unable to grasp the ideas and information through visual or written report. Audio reports require no mastery or proficiency of language as everything is described in an audio form. Listeners can listen and grasp the ideas or information being supplied. Another advantage is that in an audio report there is much clarity of thoughts and ideas. Hence, information and descriptions are projected the way it actually occurs. These can be understood by the way they are narrated in an audio report. There are very less chances of confusion and misunderstanding in an audio report. In addition, the sound, pitch and rise and fall of speaker can assist the listeners to understand the narration being given in an audio report by making them assimilated with the context and environment in which that audio reported is being prepared. So, audio reports are more effective tool of serving its purpose as compare to others types of reports i.e. written or visual.

Audio reports also develop the linguistic competence of the listeners and helps improve listening skills. It also assists the listeners in pronouncing those words which are unfamiliar to

them in daily usage. Audio reports are more engaging and effective as these create links between words and actions being represented through engaging dots. Audio narration or description assists in understanding texts and visuals in a report so audio narration has primary as well as secondary role as far as understanding a report containing audio data is concerned. Audio reports or clips allow the listeners with the flexibility as these are supported with the accurate description without looking into the screen in the form of visual, video, text or animation. Often, an audio report is self-explanatory and it requires no other tools to understand. Last but not the least audio report can be heard anywhere in an office, in a park or while driving without affecting the actions being carried out by the listeners.

6.2.3 Essential Aspects of Understanding Audio Reports:

Audio or sound is a key as far as the audio reports are concerned. It can either make the reports effective or spoil the impact. In audio reports, often sound is drifted, broken and incomprehensible. So, in order to understand the reports properly, it is essential that sound is clear, uninterrupted and unbroken. If these or either of these elements is missing in an audio report then it will be very difficult to understand what is being narrated or reported in that report. For a good quality of audio or sound in a report it is essential to keep in view that there are four basic types of audio. One is natural sound, second is voice over, third is clips or interview and the last is ambient voice or sound.

Voice over sound or audio is also a sound that is recorded but the difference is that it is recorded in a studio so there are more chances of keeping the quality of sound and audio under check especially with the use of technology. Ambient sounds create context as well as a sense of place in an audio report. It is also important to keep the focus and attention on the audio to properly understand an audio report. If attention is diverted or if the focus is shifted there are chances of missing few important bites that will either lead to misunderstanding or lack of understanding the report.

However, sometimes it is essential to add caption and text in an audio report to understand it especially for those who are hearing impaired people. Voice over reports are more pronged towards understanding as the protocol is followed in this type of audio reports as compared to interview clips which are not recorded in studio. So, there is an extra care that has to be taken by both the reporters and the listeners in order to understand such audio reports. The

quality of the sound and audio is equally important as far as understanding of the audio report is concerned.

On the other hand, unwanted sounds cause distraction in understanding an audio report. Another key factor is to keep pace with the sound, pitch and rise and fall in an audio report which is important in understanding of the audio report. Use of microphone and other gadgets can be assistive in avoiding environmental noises at the end of the listeners and in order to provide more clear sound and voice. To monitor loudness, pitch and stress pattern in an audio report is also significant in understanding an audio report as these are key factors. Sequence and layers in audio reports are also to be trailed in order to get better understanding of an audio report.

The current world is an age of technological tools and gadgets so in order to understand and interpret an audio report there is a dire need to keep pace with the technological gadgets and skills. In order to understand the audio data being recorded and proceeded with the assistance of technology there is a need to keep the following factors in mind.

- Speech recognition
- Voice recognition
- Music recognition
- Background sound recognition

Speech recognition is the ability to distinguish spoken words with the computers and technology by using natural language processing techniques. Voice recognition is meant to identify people by virtue of their unique voice patterns instead of separate and slated words. Music recognition is the ability to discern unknown sound from a short sample of sound. Environmental sound recognition assists in taking the listeners into real life context or sense of place which gives context or background which often creates a link between the audio being reported with the background sound in understanding an audio report.

6.2.4 Essential Aspects of a Visual Report:

Visual report might contain pictures, images, charts and graphs for better and elaborative presentation of information in a visual report. For that it is essential that whatever visuals are utilized they must be clean, clear and simple to understand. These must be relevant to the subject matters so that these can better elaborate and illustrate the report. All the visual data must be uniformed in a single report. As the prime purpose of utilizing visuals is better understanding and

illustration of the visual reports so the visuals must be elaborate and persuasive. For that, color scheme, size and quality of the pictures and visuals are equally important. For an effective utilization of visuals in a report it is important to keep these factors in view while incorporating visuals in a report.

- Try to place the visual close to the corresponding text
- Each visual must be given a specific number and descriptive title or caption
- While discussing the visuals in a report, refer back to either title or the number of the visual in that report
- Try to surround the visual with highlight to make it more enhanced and make it readability more effectively
- Label all the visual content
- If visual is taken from any other sources provide source of the visual in the form of reference.

6.2.5 Significance of Visual Report:

The concept of visual report has attained a prominent place especially in a business and media reports. Visual reports have provided a significantly different but effective way to attain the attraction of the readers on one hand and projected the key concept in an elaborate and non conventional way on the other hand. There is no denying the fact that conventional mode of reports are still used and these are relevant but visual report has attained a high place in report writing due to deeper insightful presentation of broad and widening insights. It has added value to both the perception of customers and clients at one hand and enhances the productivity on the other hand as far as the business visual reports are concerned.

A visual report has the ability to access better and effective trends in a corporate world by influencing the behavior of the customer on one hand and impacting the industry on the other hand. It allows more convenience and values for CEO as far as marketing and business plans are concerned to be projected. A visual report has also reduced the work load and has made the report more attractive and engaging. Less data and more information is a key feature of a visual report which requires lesser time to go through but has high impact value. Visual reports can also assist in underlining the performance to either reward the workers or replace them keeping in view the performance level. Visual report saves time and resources but gives access to data more

easily and effectively. In today world of multi-mechanism, time is a key and it can be saved through easy, efficient and productive use of visual reports.

6.2.6 Understanding Visual Reports:

If the visuals are apt, clear, simple and to the point it will be very easy for the readers to understand it. Similarly if these are not uniform, relevant and apt they can distract the readers and adversely affect the entire report. In order to understand visual reports more responsibility is on the presenter of that report. Because if the visuals are place improperly, the readers cannot understand that report. If the text and visuals are mismatched meaning of the report is likely to be lost. In order to understand the visual report, it is very important that text and visual supplement each other. Relevant images must be incorporated in the correct places. Size, quality and color of the visual must also correspond with the context, text and mood of the report.

Design of the visual is also important in understanding a visual report as title, captions and format of the report will determine how the readers will approach it. Tag line must be easy and compressible so that entire report can be easily understood based on the punch or tag line. Design features such as color scheme, patterns and images on one hand captures the attention and on the other hand assists in understanding and interpreting a visual report. Layout, font size, font color and designing strategies also make easy to understand a visual report as these determine the comfort level of the readers in reading as well as understanding a visual report. Bullet points can also make it easy to comprehend a visual report. Bold face or italic text along with the underline text can also focus the attention of readers to the important points of the report which enhances the chance of better understanding of a visual report.

For a better understanding of a visual report it is essential that all the visuals are incorporated in such a report must be simple, clear and culturally and socially appropriate in the context in which these are being utilized. Visuals must elaborate and illustrate the text that is being depicted in the report for a better understanding. It is important that the purpose of such visuals should be to supplement, complement and reinforce the text in a visual report rather than for decorative purpose. The format of visuals such as charts and graphs must be attractive so that it creates interest among readers and it often leads to better understanding in any report especially visual report.

Color scheme is yet another key feature with regard to understanding visual report. It is a good tool to reach out quickly where the key information or crux of the report lies. But it is also

important to note that merely relying on color scheme and patterns may lead to distraction. So in order to understand a visual report one cannot wholly rely on color highlights.

6.2.7 Let Us Sum Up:

Audio visual sources are an additional or extra source of information that makes the reports more explanatory and elaborate. Visuals assist and supplement audio while audio serves the same purpose when needed in a report to clarify and make information and data understandable. Audio has the ability to connect the listeners with the realistic and real life situation by taking into the sense of place and through natural sound. It does so through the assimilation with cultural patterns, linking emotions, geographical locations and breaking time bar. While visual presents data with the help of charts, graphs, diagrams and photographs more elaborative, explanatory and easy to understand. Color scheme, patterns of designs and layouts play significant role in serving these purposes in a visual report. The combination of both the elements i.e. audio and visual makes the reports interesting, engaging and more easy to understand as these elements clarify and assist each other during the presentation of information and hence during understanding and comprehending that data.

6.3 Learning Outcomes

At the end of this Unit, you should be able to understand audio-visual reports, their significance and their need. You should also be able to convert an audio-visual report to text and vice-versa.

6.4 Glossary

Ambient: Surrounding

Multifarious: Diverse

Engross: Absorb, engage

6.5 Sample Questions

6.5.1 Objective Questions:

1. The prime objective of audio visual reports is to target the sense of _____.
 - (a) Sight and enjoying
 - (b) Hearing and ignoring
 - (c) Listening and watching
 - (d) Sight and hearing
2. Audio visual reports contain more and much elaborate forms of reports as these are supported by _____.
 - (a) Texts and images
 - (b) Voice and animation
 - (c) Text and voice
 - (d) Voice, text and images
3. Audio visual reports are more persuasive in nature and have the ability to capture the attention of _____.
 - (a) Limited number of audience
 - (b) Specific number of audience
 - (c) Large number of audience
 - (d) All of these options
4. In audio visual report there are less chances of ambiguity and misconception due to the fact that it projects _____.
 - (a) Much clarity of thoughts
 - (b) Has confusing effects
 - (c) Have twists and turns
 - (d) None of these options
5. Audio narration has primary as well as secondary role as far as understanding a report containing audio data is concerned because it _____.
 - (a) Confuses the listeners
 - (b) Attracts the listeners

- (c) Distracts the listeners
 - (d) Assists in understanding texts and visuals in a report
6. In order to understand the reports properly it is essential that sound must be _____.
- (a) Loud and clear
 - (b) Clear, uninterrupted and unbroken
 - (c) Unbroken and music like
 - (d) Noisy and disturbed
7. In order to understand the audio data being recorded and proceeded with the assistance of technology there is a need to keep which factors in mind _____.
- (a) Speech recognition
 - (b) Voice recognition
 - (c) Background sound recognition
 - (d) All of these factors
8. Visual report might contain pictures, images, charts and graphs for better and _____.
- (a) Elaborate presentation of information
 - (b) Less ambiguous detail
 - (c) Confusing detail
 - (d) Distracting information
9. Design of the visual is also important in understanding a visual report because
- (a) Visual and animation are keys
 - (b) Visual is self-explanatory
 - (c) Title, captions and format of the report will determine the meaning of report
 - (d) None of these options
10. Layout, font size, font color and designing strategies also make easy to understand a visual report as these determine _____.
- (a) Distraction level
 - (b) Confusion level
 - (c) Disturbance level
 - (d) The comfort level

6.5.2 Short Answer Questions:

1. Why are audio reports more elaborate forms of reports?

2. What role do charts, diagrams, graphs and photographs play in a visual report?
3. In order to understand the audio report being recorded with the assistance of technology which factors need to be kept in mind?
4. What is the significance and relevance of audio visual report as far as report writing is concerned?
5. What key factors must be incorporated for an effective utilization of visual in a report?

6.5.3 Long Answer Questions:

1. What are the key features that are essential to understand a visual report?
2. What role does audio visual report play as far the description and narrations of events or information is concerned?
3. What prime factors contribute in making an audio report comprehensible for the listeners?

6.6 Suggested Learning Resources

1. Sharma, R C, Mohan, Krishna, Nirban, Virendra Singh. (2020) *Business Correspondence and Report Writing- A Practical Approach to Business and Technical Communication*.Noida: McGraw Hill,

Unit– 7: Writing a Report and a Book Review

Structure

7.0 Introduction

7.1 Objectives

7.2 Writing a Report and a Book Review

7.2.1 Writing a Report

7.2.1.1 Types of Report

7.2.1.2 Stages Involved in Report Writing

7.2.1.3 Key Elements or Structure of a Report

7.2.2 Writing a Book Review

7.2.2.1 Key Elements of a Book Review

7.2.2.2 Steps Involved in Writing a Book Review

7.2.2.3 Pitfalls to be avoided during a Review

7.3 Learning Outcomes

7.4 Glossary

7.5 Sample Questions

7.6 Suggested Learning Resources

7.0 Introduction

In this Unit, we will explain to you about report writing and writing a book review. Both report writing and writing a book review help improve writing skills. They also improve comprehension ability. Writing a report could be a very simple exercise like writing a paragraph on the problem of stray animals, a road accident, a farewell function etc. In our daily life we may be required to write such short reports. Newspapers carry short reports of interest to the readers. It is ensured that the report is factual, precise and clear. However, report writing may be a lengthy and complex process too. Some reports may run into the size of a booklet with chapter divisions. Such reports are generally required by government agencies, organizations and by departments.

A book review, on the other hand, is written with a specific purpose of making a larger audience aware about the book. In general, a book review like a film review is published soon after the release of the book or at the time of the book release. A book review is a critique of the book and ascertains whether it is fit for reading. The style of the author, the content, the

organization of the book, the thematic issues etc are taken into consideration while writing a book review. You will read both about writing a report and a book review in the following sections.

Check your progress:

1. What skill does writing a book review improve?

2. Should a report be factual?

7.1 Objectives

The objectives of this Unit are to help you to enable students to:

- be familiar with the term, idea, and concept of report and book review.
- be aware about different forms of review and report writing.
- differentiate between review and report writing.
- draw a distinction between different types of reports.

7.2 Writing a Report and a Book Review

7.2.1 Writing a Report:

Report is a non-fictional form of writing that is meant to present or depict an event, issue, and topic. Technically speaking, a report is an account of written or spoken text concerning a particular issue, event, and topic. Though it is usually needed as an official document or for academic purpose, the role and scope of report writing is vast and diverse. It is meant to display details of an event or situation, the consequences and outcomes of a particular issue or topic. It projects the statistical analysis of some findings, interpretation of some information being published or displayed. It is also concerning how information is linked with other events or issue of same nature. It is a form that is associated with essay, but is typically restricted to mere fact.

Personal opinions are not entertained in a report. It is a well-organized document that may contain tables and figures for graphical representation of facts and information. Reports may contain a table of contents.

Check your progress:

1. Can fictional elements be added while writing a report?
-

7.2.1.1 Types of Reports:

There are numerous types of reports, but one thing is common among all and that is these are descriptive and objective in nature. Some types of reports based on the purpose are discussed below.

The academic report is written for an academic purpose to assess the comprehension of the students with regard to the assigned topic. Mostly academic reports may require students to produce a report on a school/college event like Annual Day, Independence Day, Industrial tour, etc. It may also include writing reports on field trips, visits to historical places, recent academic policies, etc. School/College Annual Report, Reports on activities conducted, Reports on new policy matters, Reports for School Board, College Governing Body, Inspection Reports, etc. also come under academic reports but the students are not assigned these reports. The employees and the employers are responsible for preparing such reports. Another common type of report is business report which is with regard to some business plan, marketing strategy, project proposal, etc. In addition, a business report can be an internal memo or an analysis report of a project. Another major type of report is the scientific report which is based on some research based information. It can be in the form of a research paper or case studies, and such reports are usually meant for science based research organizations. Apart from these major types, there are reports which can be either formal or informal in nature. The length may be short or elaborate. They may be either internal or external audit report or even performance based reports which are a common practice in major departments evaluating and keeping a record of employees' performance.

Check your progress:

1. Mention three types of reports.
-

7.2.1.2 Stages Involved in Report Writing:

Report writing involves various stages. The stages in report writing are discussed in the following subsections:

Comprehension of the Report Brief:

The first and foremost step is to understand the report instructions and guidelines, which presents the purpose of the report. Once the objectives and purposes of the report are fully grasped, only then a good and effective report can be sketched out. The report writer must be very much clear about the contents as well as why the report is being written. He must also consider for whom it is written at this stage.

Collection of Relevant Information:

Once the objectives and purposes are clear, the writer should gather and collect the relevant data in the form of information to formulate the report. Information can be collected from various sources and once these are collected, the writer has to assess the relevance of the information with regard to the objectives of the report.

Organization of Material:

Once data or information is collected and skimmed, the third stage begins and it pertains to the organization of the information. The information should be organized according to its importance. Sequence of information is a key stage in report writing. At this stage information and data may be divided into sections and chapters keeping in view the length and brief of the report.

Analysis of Material:

An analysis of the available material before sitting down to write a report is important. It will assist the writer to come to know the limitation of his resources, pitfalls as well as the positive aspects of the material before going to draft a report. Data and material being gathered must be relevant to the issue being addressed in the report.

Writing Stage:

After going through four key stages that are related with pre-writing stage, the actual stage of writing down the report begins. The style of writing must be direct and precise. There should be well knit structure with concise and purposeful formatting. For that purpose a report can be formulated keeping in view the following structure of the report:

- Introductory Section
- Expanding or explanation Section

- Presentation Section
- Comment Section
- Conclusion Section

Reviewing & Redrafting:

Once the report is written, keeping in view the above-mentioned structure, then the stage of reviewing and redrafting starts. It is recommended to review the report after some break and be ready to rearrange, readjust and even rewrite some part based on own review. In order to make this stage an objective stage, you should read the draft from the perspective of a reader and critic rather than as a writer before finalizing it.

Presentation of the Report:

Once satisfied with the content, structure, and review of the report keeping in view the report brief, the stage of presentation of the report is followed. For that intent, be sure that the words are appropriate, ideas are clear and the report is worth presenting. Sequence, order, and table of content must be one on one relation to each other. Grammatical and spelling errors should be checked and there should be a consistency of flow in report prior to presentation.

7.2.1.3 Key Elements or Structure of a Report:

A good report may contain a table of contents as a key structure of the report.

- **Title page**

- **Reference Terms**

This section contains information about for whom the report is written means target audience, purpose and how it is written.

- **Summary or abstract**

It is regarding the contents of the report in a brief and precise way. It contains aims of the report along with the overview of the report for the readers.

- **Table of contents**

- **Introduction**

It is the first formal section of the report and a key one as it sets the tone for the entire report. It should elaborate the aims, scope, method, limitations, and significance of the report being written.

- **Methods and material**

How the report is formatted is mentioned in this session. How data and information are collected and skimmed is also described here.

- **Results and discussion**

It is the most essential and key part of the report in which the findings of the study are depicted with the help of graphs, tables, and charts to have a pictorial presentation of the results being extracted in the report.

- **Conclusion**

In this session conclusion is drawn from the results for the readers to get an idea of the findings and possible consequences.

- **Appendices**

All the supporting information and documents are attached in this section in the form of texts, tables, bars or graphics.

- **References**

- **Acknowledgement**

- **Glossary of the terms**

7.2.2 Writing a Book Review:

Book review enables the readers and critics to have better understanding of the contents of the books

It has a power to attract the attention of the readers as it gives a brief overview of the book. Enabling insight to the book not only gives brief overview but also evokes its critical stature. In simple words, a book review or report is a compact and brief summary of the book. Mostly, such assignments are given in order to check the critical abilities of the students to know how far they have the abilities to grasp the ideas presented in a book or any other piece of writing. It also indicates their level of writing skills and manner of presentation. It also enables to check the literary, critical, and comprehension portfolio of the learners and reviewers. The advantage in involving such activity is that it enables the readers and reviewers to be more critical and technical in their approach which assists them in becoming book readers, reviewers, writers, and finally an editor.

It is important to note that reviewing a book does not merely mean to give the gist or the summary of the book. It is a more critical exercise than mere summary. It involves close, deep, and accurate reading on the part of the book reviewer to be able to give it a critical and analytical

review. Any good book review not only depicts what is written on the pages, it delves into the underlying thought. It analyzes the purpose for which the writer has written that book.

As regards the question of why to write a review, it is important to understand that such activity polishes the reading, critical, analytical, and presentation skills of the writers or reviewers. Another key advantage is that it is the easiest and quickest means of getting one's work published. Another advantage is that a review enables the readers to get to know the book or journals; it enhances the chance of buying that book as the readers may be encouraged to read it.

Writing a review, especially a book review, involves many steps prior to getting it finalized. The first thing that can be done is to start with a short and brief summary of the book to illustrate what the book is about. However, it is important to keep it short and crispy to catch the attention of the readers and critics. Secondly, it is significant to point out the important aspects of the books to the viewers and readers. It might involve plot, themes, writing styles, and critical devices being used in the book. Thirdly, inculcation of brief, short, and relevant quotes can attract the attention to a great deal but long and irrelevant quotes may take more space and spoil the good review, so it must be carefully chosen. Fourthly, like a crispy and short introduction, there must be a short and conclusion that might sum up the entire review. Another significant aspect might be to pick up a similar book that is under view and draw a similarity between the two to capture the attention of the readers as well as critics.

Keeping in view the structure of the book review, be sure to keep the things streamline, as each and every word will either make a good impression or spoil the review. Lengthy and irrelevant material, instead of capturing, detaches the attention of the readers and critics. Spelling, grammar, and vocabulary of the review must be as per the required level. A review full of spelling or grammatical errors not only confuses the readers but also loses the interest of critics. So, proofreading can be a better solution in order to avoid such errors as well as to check the flow, accuracy, and connections of ideas being presented. The most significant aspect with regard to reviewing a book, is not being mean. As the writer has put his or her heart and soul, so it is the moral duty of the reviewer to be honest and fair in his or her view. It does not mean that the reviewer should avoid indicating the loopholes, but these must be justified.

7.2.2.1 Key Elements of a Book Review:

One element of a book review is called hook, which is a tag line that captures the attention of the readers and critics. It is usually a catchy statement that compels the readers and critics to have a look. Sometimes a question acts as a hook. It is also the primary element of a book review. Another important element is providing the name of the author as well as the title along with any other relevant information that might capture the attention of the readers. The third key element can be the plot summary along with the key features that are presented in the book. You must be sure that the summary is a critical one rather than mere narration of the text. It must be precise, short and concise. Fourth, the critique by the reviewer is yet another major feature of a book review. It is the most critical as well as the longest element of a review. The reviewer not only gives his views on the book but also supplies reasons and arguments that compel such comments.

7.2.2.2 Steps Involved in Writing a Book Review:

Planning

The first step involved in writing a review is planning. It starts with the mind map or the outline that is formed to pinpoint the elements the reviewer is going to include in his or her review. In this stage the reviewer has to take into account the details of the book, major themes, significant ideas, characters, and critical devices. Other things that the reviewer has to take into consideration are what the book under review is about, is the plot gripping or not, are the artistic techniques implied by the author appropriate and effective or otherwise, how are characters portrayed, are they life-like or unbelievable figures. Above all, will the reviewer recommend that book to the readers and critics as a treat for reading or not. In addition, genre and significance of the book in the context in which it is written and is reviewed is also being taken into account at this stage.

Introduction

Choosing a book for review is also important with regard to the process or step for review. The appropriate book picked for review is equally significant, as it sets the first tone and impression about the reviewer itself. Once the book is selected, the reviewer has to start with the title of the book and its author. These ideas are essential for the introductory part of a book to be reviewed. The next focus of the reviewer must be the cover page and page line of the book, if any. Genre and type of the book will also fall in the initial part of the book review.

Body

After planning and introductory portion, comes the step of the book review, which is termed as body of the review. Here, the key elements of the book under review are discussed briefly to make the readers understand the major concepts being discussed in the book. It is that step that makes the impression or spoils the impression. In this step the reviewer is also required to inculcate his or her own analysis or point of view about the book and he or she has to support it from the quotes or extracts of the book. It is highly appreciated if the reviewer supports each of his statements with at least one quote or extract from the book.

Conclusion

This is yet another prime step that is involved in writing a book review. Once other steps of review are done, in this step the reviewer has to summarize his review with a conclusion that will sum up all the steps. The conclusion of the review will project the bigger canvass of the book. Here, the reviewer gives the recommendations about the book.

Rating

This is the optional step, though is used at a higher scale in current age. It is also a sort of recommendation that the reviewer gives about the book. This star rating or otherwise gives the reader's insight about the book whether it is worth reading or not. In current age of marketing, books which are given star rating attain more viewership or readers as compare to those books that are written or reviewed without star rating.

7.2.2.3 Pitfalls to be avoided during a Review:

Keeping in view the guidelines for writing a good review, here are a few pitfalls that the reviewer has to avoid. First, review is not a mere summary. So, avoid it, rather evaluate the book and include analytical discussion. Second, avoid going after everything that is there in the book. Skimming of ideas and concepts are essential for a book review. Third, never judge the book by personal intentions or liking, rather judge the book by its own intent.

7.3 Learning Outcomes

After going through the Unit, you should have been able to understand the term book review and report writing, know the different forms and types of reports, draw the distinction

between book review and report writing, and comprehend the importance of book review and report writing.

7.4 Glossary

Content:	Substance
Consequence:	Result, outcome
Findings:	Result, conclusion
Restricted:	Limited, constrained
Comprehension:	Understanding
Mere:	Only, just
Gauge:	Estimate, guess
Feasibility:	Possibility, probability
Concise:	Brief, short, crisp
Pinpoint:	Identify, locate

7.5 Sample Questions

7.5.1 Objective Questions:

1. Book review is meant to serve which of these functions stated below?
 - (a) To entertain readers and critics
 - (b) To motivate the writer
 - (c) To make readers better understand the book
 - (d) To enhance the sale value of the book
2. Report writing is a _____ piece of writing.
 - (a) Non-fictional
 - (b) Fictional
 - (c) Neither 'a' nor 'b'
 - (d) Both 'a' and 'b'

3. Report brief is an instruction manual that serves as _____.
- (a) Guidelines manual for report writer
 - (b) Instruction manual for a reviewer
 - (c) Guideline for a book reviewer
 - (d) Critical guide for critics
4. Book review, basically is to give a summary or synopsis of the book to the readers which is of _____.
- (a) Ordinary summary nature
 - (b) Academic based summary
 - (c) Critical and evaluative summary
 - (d) All the above
5. Academic report is a type of report that is meant to _____.
- (a) Evaluate the appropriateness of report
 - (b) Evaluate the critical approach of students
 - (c) Evaluate the appropriateness of teachers' task
 - (d) Evaluate nothing just as a formality
6. Pre-writing stages in report serve as _____.
- (a) Key stages for report writing
 - (b) Can be avoided as a formality
 - (c) Have no significant role in report
 - (d) Are useless and unessential stages
7. Rating or star rating in book review - is which of these elements of a book review?
- (a) Essential and foremost element
 - (b) Optional and can be skipped element
 - (c) Key and basic element
 - (d) Neither of these elements mentioned above
8. Business report is a type of report that is written for the purpose of _____.
- (a) Promotional strategies for business
 - (b) Business plan purpose
 - (c) For the future prospect of the business
 - (d) All the above

9. Report writing is distinctive from a book review as _____.

- (a) It is based on fact rather than opinion
- (b) It quotes factual data rather than quotes
- (c) It is more systematic and purposeful than review
- (d) All the above

10. Scientific report is mainly associated with _____.

- (a) Scientific facts and information
- (b) Science based research
- (c) Scientific publication in journals
- (d) All the above

7.5.2 Short Answer Questions:

1. What is the proper structure of a report?
2. Sketch down the structure of a book review.
3. Why review and redrafting is essential in report and book review? Identify their significance.
4. What are the major types of reports mentioned in the Unit?
5. What are the pitfalls reviewers need to avoid while writing a book review?

7.5.3 Long answers questions

1. Discuss the key elements that are involved in writing a good book review.
2. What are the key steps that are involved in book review? Summarize the key steps briefly.
3. What are important pre-writing stages of report writing? Why are these stages essential?

7.6 Suggested Learning Resources

1. Davis, Sarah S. (2020) *How to Write a Book Review: A Template for Reviewing Books*. Broke by Books Press,UK.
2. Wogahn, David. (2019) *The Book Review Companion: An Author's Guide to Getting and Using Book Reviews*. Partner Press, England.
3. Morrissey, Lesley. (2017) *Report Writing (Hands on Management: Managing Yourself Book 9)*. TheEndless Bookcase Ltd.,United Kingdom.
4. Bajpai, Richa Dixit. (2012)*A Text Book on Report Writing Skills*. LAP Lambert Academic Publishing,USA:

Unit-8: Writing an Article

Structure

8.0 Introduction

8.1 Objectives

8.2 Types of Articles

8.2.1 Journal or Magazine Article

8.2.2 Newspaper Article

8.2.3 Business Article

8.2.4 Academic Article

8.2.5 Structure of Academic Article

8.3 Learning Outcome

8.4 Glossary

8.5 Sample Questions

8.6 Suggested Learning Resources

8.0 Introduction

Article writing is one of the important crafts in professional life, especially in academics and media. It is one of the most convincing and potential means of presenting one's ideas, research, finding, reflection, interpretation, or disseminating knowledge through publications. A good track record of article publication is always appreciated among peers and pays back to the writer. In academics and journalism writing an article is also used for promotions and recruitments. Articles are written for various purposes such as research, response/reflection, interpretation, bringing the topic to a wider audience, highlighting, providing information, suggestions, advice, recommendation, influence, explain, etc. It is published in the press, newspaper, journal, blogs, and other related platforms. It can be on any topic, person, issue, technology, science, society, etc. Generally, any kind of article has a title, name of the author, main text (beginning, middle, and end), and conclusion/reflection. The length of the article varies according to its nature and theme. If it is a news article it can be as short as starts from 2-3 passages or to 7-10 passages. Editorials are usually bigger articles compared to general articles in the newspaper. While drafting any article one needs to select the theme/title, collect information,

think, and write. However, some articles are assigned or commissioned. The theme or title of an article is chosen according to its type and context.

8.1 Objectives

The objective of this Unit is to introduce article writing, its importance, types, and purpose. It highlights how article writing can be developed as a craft with the help of technology and practices. This Unit also discusses how to write a good article, what should be its standard format, language, and length. Moreover, it also introduces advanced concepts in academic writing such as plagiarism and academic integrity to the students. The structure is also introduced in-depth for students to encourage the scientific and research article writing skills.

8.2 Types of Articles

There is no exact categorization of the article. It varies according to the medium, audience, theme, etc. For example, in terms of the medium of writing, articles can be categorized as a newspaper article, journal (online and offline), article for a magazine, research article, blog article, etc. The newspaper articles are further divided into the Front-Page article, Editorials, Letters to the Editor, Reviews, News, Obituaries, Advertisements, Classified Ads, etc.

8.2.1 Journal or Magazine Article:

The *Thomas G. Carpenter Library, University of North Florida* tries to categorize articles into three categories: Newspapers, magazines, and Journal articles. In the journal article, the author is a member of that particular group or field of study. The affiliation of the author is also added along with the name. The journals or magazines are published on a monthly, bi-monthly, quarterly, and bi-weekly basis. The length of the article varies according to the demand and format of the magazine or journal ideally seven to fifteen pages. They are subject-oriented. Magazine articles may also be an article of opinion without references/bibliography. Now-a-days writing for a reputed journal is very difficult, therefore, there are many paid journals with low quality and standard. Before writing to any academic journal first do a small survey of what are

the reputed articles in your respective field. Beware of the fake journal which copies the title and ISSN (International Standard Serial Number) of other reputed journals.

8.2.2 Newspaper Article:

Newspaper articles are written with varied themes on an everyday basis. It can also be published weekly or bi-weekly. “Newspaper articles frequently do not list authors. Articles may be obtained from the various national and international wire services such as Associated Press and Reuters and may only reference the wire service providing the news article. Feature stories will normally attribute authorship. Editorials might attribute authorship or will imply that the newspaper editors are the authors. Letters to the editors will routinely provide the names of the readers submitting the letters. Newspapers can be published daily, weekly, bi-weekly, or even just on weekends. Major national and regional newspapers typically publish daily, with increased coverage on weekends¹” (*Thomas G. Carpenter Library*).

8.2.3 Business Article:

Business articles are often written about the company or its products. Explaining the scope, productivity, validity, importance, uniqueness, etc. for buying, selling, attracting (cooperation, share, customers). In share markets, many articles are written to explain the goal and plans of the stocks. These articles are observation and plan-based. Sometimes they include references/citations but most of the time such articles are written without any references. They are often the view of the individual or a company. But if anyone follows the structure provided in the next section of an academic article while writing, it will be more professional, and research-based.

8.2.4 Academic Article:

Academic articles are mostly research-based articles. As we know research means “to seek out”, search, scientific investigation/exploring. Advanced Learner’s Dictionary of Current English defines research as “a careful investigation or inquiry specially through search for new facts in any branch of knowledge.” It could be defining and redefining the problems, phenomena, formulating hypotheses, or suggesting solutions for existing or emerging problems. It is also about collecting, organizing, interpreting, and evaluating data. The ultimate purpose of a research article is to disseminate or share knowledge, discovery, research results, finding, some new

¹“ Article Types: What's the Difference Between Newspapers, Magazines, and Journals?” *Thomas G. Carpenter Library, University of North Florida*. <https://libguides.unf.edu/articletypes/newspaper>

developments, etc. sometimes research articles are also written to introduce knowledge to a specific community. Different disciplines have their systematic research method and methodology along with proper writing style as described in the writing manuals. For example, in Humanities the Modern Languages Association (MLA) 8th Edition, American Psychological Association (APA) 6th edition, Chicago, EEE, Tribune, etc. If anyone is planning to write for an academic journal he needs to ensure the ISSN/ISBN and peer-reviewed be counted for their academic purpose. These journals are further divided based on a standard such as peer-reviewed, impact factor, UGC Care listed, etc.

8.2.5 Structure of Academic Article:

Academic articles are well-planned, organized, and researched articles. It follows the following standard format, which also helps students to apply it to other kinds of articles in any given discipline or study:

- Title
- Name, affiliation, and contact details
- Introduction
- Main body
 - Review of Literature
 - Research Gap
 - Research Questions
 - Research aim/objectives
 - (Hypothesis)
 - Methods/ology
 - Data
 - Analysis
 - Findings
 - Limitations /Challenges and Scope
- Conclusion
- (Time and Budget)
- Bibliography /References /Work Cited.

8.2.5.1 Title:

The title of the research article should be clear and provide the main idea of the article. It should also be attractive and medium in size, ideally 1/3 of a line, or should not exceed more than two lines. Some article titles are just 3-4 words or some titles include 4-5 lines but it depends on the specific context and its demand for such lengthy titles. It shall highlight your main idea something new idea if discovered.

8.2.5.2 Name of the author:

Name of the author/s, affiliation, and contact information are important in writing an article for further communication, credit, and acknowledgment. Therefore one needs to write the accurate name, contact, and affiliation. But some journals do not encourage the writers to write their name on the main body of the article including the names in the paging section of top and bottom to maintain the partiality of selection for publication. They would rather request the author to attach separate details of the author and his/her affiliation. Nowadays almost every new paper and journal has its submission guidelines and also an online submission portal that helps both the writer and receiver to work accordingly in the process of publication. Thus, while writing for any journal and newspaper one should look at their submission guidelines first to avoid the workload of reworking on the format.

8.2.5.3 Introduction:

The introduction is a mandatory part at the very beginning of any article. It should introduce the area of study under discussion. It discusses briefly the history/background of the subject, what is new, and how the article is written. The main body is a descriptive unit and involves the Review of Literature, Research Gap, Research Questions, Research aim/objectives, (Hypothesis), methods/ology, data, analysis, Findings, Limitations /Challenges, (Time and Budget), and Conclusion.

8.2.5.4 The Review of Literature and research gap:

The review of literature is one of the scholarly practices for any good article. It helps the writer to know more about the existing information of any subject, theme, or study under discussion. Therefore, one needs to do a review of literature while writing an article. It not only provides the latest update on the viable or ongoing research but also provides a research gap. The research gap is an area of study which is not yet covered or needs to be covered.

8.2.5.5 The Research Questions:

The research questions are generally the issues/concerns that one wants to write about or address in the paper. The writers need to formulate those issues in the form of questions to address those in the upcoming discussion in the article. It also laid the roadmap for the focused research article.

8.2.5.6 Research aim/objectives:

Research aims or objectives are the ultimate purpose of 'why' the article is being written. It also aims to answer the raised question. They are also clear statements about what the writer aims to achieve through writing this article.

8.2.5.7 Hypothesis:

It is an assumption of the writer before s/he does any analysis and reaches the findings/conclusions. It is based on limited evidence or merely one's perception. The writer doesn't need to meet his hypothesis which s/he predicted before the study. In Humanities and Social Sciences writers generally meets the hypothesis and they are proved. But in pure sciences and technology – writers often may not meet the hypothesis thus those predictions are called null hypotheses and disproved. This is not written in the main article in its final shape, instead of this, only final findings are mentioned.

8.2.5.8 Research methods and methodology:

In research, article one needs to apply certain existing research methods and methodologies in their respective eras o study/discipline. Research methods are qualitative or quantitative. They are tools and techniques whereas research methodology is an overall application, analysis, procedure, etc. which is applied in research. Methods are applied during the research whereas methodologies are applied in the initial stage of any study for planning the process.

8.2.5.9 Data collection, Analysis and Findings:

Research data is categorized as primary and secondary data. The primary data is collected through interviews, fieldwork, primary texts like (autobiography, notes, diaries, literary text, etc.) through first-hand data collection. The secondary data includes the secondary texts, reports, their analysis, etc. After analysis, whatever result comes is called findings.

8.2.5.10 Limitations, Scope, and Conclusion:

Limitations are the challenges that one faces during the study such as unavailability of the funds, lack of time, fieldwork, non-cooperation in the interview, inability to access government data, data that was available in confidential files, in other languages, etc. One can also highlight the further scope of study in the article, what are the possibilities of further exploration of the topic under discussion. The conclusion of the article should be short. It should provide a crux of the findings and important points. One can also highlight the importance of the arguments discussed and conclude your ideas. Don't repeat all the things that you find important and discussed earlier.

8.2.5.11 Bibliography, References, and Work Citation:

In academic articles writing bibliography and work citation is mandatory. The work cited list or references lists are the resources or books that one directly consults or quotes/cites in his/her article. Bibliography can be comprised of all the sources or texts that you referred to while writing any article irrespective of directly citing or not citing. In MLA citation style "Works Cited" is used and "References" is used in APA style.

How to write a good academic article

Apart from following the above structure, for the article one needs to follow some of the points mentioned here for good and clear article writing:

- Chose an appropriate topic
- Imagine audience/readers
- Proper title
- Diction: The use of proper dictionaries/vocabulary of respective fields helps the writer to convey more ideas in fewer words. For example, any medical formula can be well defined in a lexicon of medical sciences.
- Use proper grammar
- Use formal language, avoid typos and grammatical errors.
- Write in a complete sentence
- Write neatly, briefly, and accurately
- Use appropriate punctuation
- Readability
- Avoid ambiguity

- Keep proper chronology
- Avoid unnecessary words, arguments, sentences, and complexities
- It should be straight and point to point
- In a formal article, one must avoid the informal way of writing such as the use of jokes, emoticons, comments or personal information or inquiry, etc.
- Proper paragraphing also helps in conveying proper information
- The article should be unique, new, and relevant
- Most news articles try to use catchy titles and create interest among the readers.
- The identifying reader is another important concept while writing an article. For example, one needs to imagine the readers of his/her article.
- Avoid repetition of ideas and sentences.
- Review, edit, and proofread.

However, we have pointed out some of the basic things to be remembered while drafting any article, one needs to apply common sense and his sense of intelligibility while writing. The creativity of ideas will result in preparing a good article.

8.3 Learning Outcomes

The present Unit introduced the basic idea of article writin, its basic structure and types, and importance in the professional life. The Unit also introduced advanced concepts like academic writing, honesty, plagiarism, etc. to the students while writing the articles. At the end of this Unit you should have been able to apply the structure as discussed in this Unit while writing any academic article, including their assignments, and reports.

8.4 Glossary

Abstract: Abstract in academic writing is a brief note about any report, article, or work. Most of the time you are asked to write an abstract for the conference/workshop/summer school/ training Programme and also the articles. The abstract is a systematic encapsulation of your whole article or research. It highlights the importance, uniqueness, and reason for a particular article. It also

covers how the particular study is being carried out, what its hypotheses or findings are. One can take the help of “call for paper” or existing sources on the proposed topic before writing an abstract. It should be short and smart with the research questions, objective, methodology, data, etc. An abstract of an article should be around 250 – 300 words.

Academic writing: Academic writing is a skill of a researcher or any professional who wants to develop his /her carrier and be updated about the current knowledge of any discipline. It is a formal and trained skill that one needs to acquire through practice, following a specific manual of writing, and maintaining research ethics and honesty. In academics, higher educational institutes, one needs to be excelled himself/herself in this skill to write essays, reports, dissertations, and research articles.

Plagiarism: In academic writing or article writing, one needs to avoid copying anyone's ideas, thoughts, photos, table, diagram, or any content without proper citation and acknowledgment. Paraphrasing someone else's argument as your own, presenting someone else's thoughts, line as your own, or modifying those thoughts or ideas as you also lead to committing a crime of plagiarism. Style manuals, preparing to maintain proper notes, not to piracy, taking the help of software like Turnitin, MyDropBox, or Urkund can help in finding the unintentional copying of some else data or content. There are some misconceptions that to cite the source of another author means to limit yourself or undervalue yourself. But it is a false assumption. In academic writing, it is respected and appreciated. And if one quote/cites someone that means s/he also gives due respect or credit to existing work and authors.

Copyright: Copyright is a type of ownership of intellectual property. The owner of the intellectual property (text, content, art, songs, videos, etc.) has the right to share, distribute, and sell his/her intellectual property. If one copies the content of intellectual property without his/her permission or proper citing, then he/she commits the offense of plagiarism and violating the copyrights.

Peer Review: Peer review is a process of evaluation of the standard of any research article, especially in academics, before it is sent to final acceptance and publication. The article is sent to one or more experts in the same field to authenticate the standard, suitability, or provide improvement/suggestions if required, for publication.

Patent: A patent is the legal owner of any idea or product that one invents or produces. This helps the innovators to protect their technology or idea from unlicensed copying and piracy

which subsequently lead to intellectual offense. One should disclose any innovation or idea through filing a patent to protect its ownership and safety from intellectual rights violators.

8.5 Sample Questions

8.5.1 Objective Questions:

1. Plagiarism is _____.
 - a. an intellectual offense.
 - b. not a good practice
 - c. academic theft and crime
 - d. all of the above
2. Which of the following is not a type of article?
 - a. news Article
 - b. journal Article
 - c. summery
 - d. magazine write up
3. Which of the following is not a part of the published article?
 - a. research questions
 - b. hypothesis
 - c. conclusion
 - d. introduction
4. "*Front Page article, Editorials, Letters to the Editor, Reviews, News, Obituaries, Advertisements, Classified Ads*" are the types of the following article
 - a. academic article
 - b. journal article
 - c. news article
 - d. magazine article
5. *The Thomas G. Carpenter Library, University of North Florida tries to categorize articles into three categories: Newspaper, _____, and Journal articles.*
 - a. magazine

- b. pamphlet
 - c. blog
 - d. none of the above
6. MLA, APA, Chicago, EEE, Tribune, etc. are the _____.
- a. magazines
 - b. reference manuals
 - c. types of articles
 - d. encyclopedias
7. MLA stands for
- a. Member for Languages Assembly
 - b. Modern Languages Assembly
 - c. Methodist Languages Association
 - d. Modern Language Association
8. American Psychological Association (APA) is generally used in academic writing in _____.
- a. Social Sciences
 - b. Humanities
 - c. None of these
 - d. ICT
9. Research Gap is _____.
- a. a less or not covered area
 - b. discovered through a review of literature
 - c. it is important to avoid reputation in research
 - d. all of the above
10. In academic article writing bibliography and work citation is mandatory. In MLA citation style _____ is used for citing sources.
- a. Work Cited
 - b. References
 - c. Bibliography
 - d. All of the above

8.5.2 Short Answer Question:

1. What is the difference between bibliography and works cited/references?

2. What is an abstract?
3. What is a review of literature?
4. What are the different types of articles?
5. How to protect intellectual property?

8.5.3 Long Answer Question:

1. Discuss the structure of academic article writing.
2. What is a review of the literature and its significance in an academic article?
3. What is the difference between a news article and a magazine article?

8.6 Suggested Learning Resources

1. Booth, Wayne C. Booth, Gregory Colomb, Joseph M. Williams, William Fitzgerald. *The Craft of Research* 4th Edition (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press; 4th edition.
2. Quadri Syed Mohammed Haseebuddin. (2018) *The Craft of Language and Literary Research*. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd; 1st edition.
3. Cannavo, Natalie. (2012) *Business Writing in the Digital Age*, Sage.

Unit-9: Typing a Word Document and Preparing a PowerPoint Presentation

Structure

9.0 Introduction

9.1 Objectives

9.2 Creating a word Document

9.2.1 Font Type, Size and Text Styling

9.2.2 Paragraphing and Line Spacing

9.2.3 Insertion of Graph, Table and Pictures

9.2.4. Headers and Footers

9.2.5 Headings and Sections

9.2.6 Spell Check and Grammar Check

9.2.7 Saving and Viewing a Document

9.2.8 Advantages and benefits of MS Word

9.2.9 Important Tasks in Microsoft Word: A Quick Guide

9.2.10 Making a PowerPoint Presentation

9.3 Learning Outcomes

9.4 Glossary

9.5 Sample Questions

9.6 Suggested Learning Resources

9.0 Introduction

Microsoft Word (MS Word) is a word processor software included in the Microsoft Office Suite. It is a very popular word processor software. It is widely used not only for typing letters and basic documents, but also to include pictures and graphics for making the documents self-explanatory. Microsoft PowerPoint is also a part of the Microsoft Office Suite. A PowerPoint presentation can be used to share business critical information such as business plans or in education for lessons. It can also be utilized for entertainment purposes. The primary purpose of a PowerPoint presentation is to convey information or audio/visual media through a slide deck.

9.1 Objectives

The objective of this Unit is to familiarize you with the basic features of Microsoft Word and Microsoft PowerPoint to enable you to prepare good quality word documents and power point presentations. It also aims to teach you the basic features of editing documents and presentations to make them more effective. Through this chapter, students would also gain an understanding of the flexibility offered through different presentation styles in Microsoft PowerPoint.

9.2 Creating a Word Document

In order to create a word document, a computer is required with Microsoft Word installed. Word is selected from the programme menu. Once Word has opened, “New” is selected from the File menu. It displays some templates as well as a 'Welcome to Word' learning guide. In order to start preparing a word document, '**Blank document**' is selected. Before starting to type, the page margin and page layout are set up. Margins are usually kept at 1” on all the sides. However, for documents that are required to be printed for use in binders, side margins may be increased to 1½" to accommodate the rings. Then the contents are typed to create a document. Cursor is placed at the point where one intends to start typing.

9.2.1 Font Type, Size and Text Styling:

Papers that are to be submitted to business and academic journals utilize a font size of 12-point, making the paragraphs readable. Any important point can be emphasized by using **bold** and *italic* text. Besides the font size, font type such as Arial, Times New Roman etc. are also required to be decided upfront. Nearly all office documents are printed on A4 size papers. Usually, the documents are left aligned but sometimes justified also. Font type and size can be adjusted as per the needs of the document. With the help of WordArt, text styling can be done very easily in a word document.

9.2.2 Paragraphing and Line Spacing:

In a professional setting, there is no extra spacing between paragraphs. Additionally, indentation should be applied to the first line of every paragraph so that it stands out. If a

paragraph follows a section heading, it is common for that paragraph to be unindented because it clearly shows the content is its own paragraph if you look at the surrounding context. A new paragraph is started by pressing the enter key. Indent size should ideally be the same as the font size. Academia style guides have set rules for line spacing in academic papers which are to be followed. Double spacing should be preferred if there is no style guide given. Single-spaced documents minimize the number of printed pages and it is the preferred style of line spacing for business and office documents. As for digital documents, line spacing is generally set to 1.5 to make them easier to read.

9.2.3 Insertion of Graph, Table and Pictures:

Graph, Table, Pictures can be inserted at the appropriate place by keeping the cursor at the place and pressing the insert tab which gives an option for the desired element to be inserted. A best practice to incorporate graphs, tables and charts, is to insert images between paragraphs and have them centre-aligned. This practice makes it easier for the captions to stand out and the images and surrounding text do not have to compete for attention.

9.2.4 Headers and Footers:

The main purpose of headers and footers in documents is providing information about the report/document on each page. They are used for display purposes, such as page numbers etc. The header usually contains the title and the author's name, while the footer includes the page number and other administrative information such as date of publication. However, special guidelines are given for Headers and Footers in certain cases.

9.2.5 Headings and Sections:

The importance of headings increases as the length of the document increases. Reading a big block of text from the beginning to the end can be tedious and the interest of the reader can wane if the document is long. However, organizing a document into sections, heading, subsections makes it easier to appreciate the document. It's usually the intention of the author to focus on important points and that can be achieved by making use of lists. They also help break up walls of text. Either numbered lists or bulleted lists can be used while describing a set of items.

9.2.6 Spell Check and Grammar Check:

Word's Spell Checker and Grammar Checker tools provide an additional advantage of checking for misspelling and grammar issue. If a red wavy lines appear under a typed word,

Word's Spell checker tool is trying to indicate that the word may be misspelled. If a blue line appears, that's the Grammar checker alerting for a grammar issue. Correcting the mistakes result in disappearance of the alert.

9.2.7 Saving and Viewing a Document:

A document can be saved at any point during typing, and it is a good practice to save every few minutes. That way, if the computer crashes before composition of document is finished, the typed portion will not be lost. The word documents are saved with a.docx extension.

The document can be viewed in different ways as discussed below:

Web Layout View: This layout provides the user a preview of the document on a webpage or as a webpage itself. Backgrounds, graphics and borders in the document can be previewed in the browser. A helpful trait of the web layout view is ease of editing and saving additional changes to the documents.

Print Layout: This view is helpful in checking and editing the margins and the formatting. It also displays and allows edits to be made to the header and footer.

Outline: In this view, addition of bullets, indented lines and nested levels help with copying, pasting and moving elements. Options such as research papers, books, manuscripts are available in this view.

Standard View: Standard view is the default view. There is no header/footer available directly in this view. It is editable and is useful when working with text and graphics.

Reading View: In this view the document can be viewed side by side on the monitor for reading purpose.

9.2.8 Advantages and benefits of MS Word:

It is easy to align text in four different ways (left, right centre and content justification) and it does not take up too much time. Any grammatical or spelling mistakes are instantly pointed out. Figures and images can be added in the document with ease with MS Word. Users can add clip art, colours, borders and bullets to make the document more interesting. Usability and durability of the software is high.

9.2.9 Important Tasks in Microsoft Word: A Quick Guide

<u>Task</u>	<u>Steps Involved</u>
Creating a New Document	File -> New -> Blank Document/Predesigned

	Template
Changing Font Type and Font Size	Home -> Select desired Font type and size from the respective drop down menus
Changing Line and Paragraph Spacing	Home -> Select desired spacing from Line and Paragraph Spacing drop down menu
Insert Tables	Insert -> Table -> Select Table Dimensions
Insert Pictures	Insert -> Picture -> Select Picture Source
Insert Charts	Insert -> Chart -> Select Chart type and enter the required data
Insert Headers and Footers	Insert -> Header/Footer
Insert Headings	Home -> Styles -> Select desired heading level (1,2,3 and so on)

9.2.10 Making a PowerPoint Presentation:

Before making a PowerPoint Presentation, it is essential to keep the audience in mind and there should be clarity on the following points:

- How much my audience knows?
- What is to be told?
- What are they expecting?
- What interests them?
- What can be taught?
- What will keep them focused?

Once there is clarity on the above questions, the blueprint of presentation is visualized and slides are prepared. Microsoft PowerPoint is selected from the MS office and a new blank slide is selected to start making presentation. A **Slide** is like a blank document that is used to convey an idea by means of text and/or graphics. Standard slide layouts can be found by clicking on the arrow next to New Slide. This gives the presenter a list of predefined placeholder slides for title and text or just text. Selecting the **New Slide** icon will add a slide with the default layout. Before preparing the presentation, it is recommended to have a rough idea of the content that is to be added to the presentation and a roadmap of each slide's content.

It is a good practice to keep the slide contents to a minimum. Busy slides detract from the oral part of the presentation and the audience is left wondering what to focus on. Viewing and modifying the current slide in PowerPoint is done in the **slide pane**. Use of the **Normal** view is the most preferred option to create a slideshow. It is available in the **View** tab and is used to display the slides as small thumbnail images to the left of the slide pane.

Standard layout slides have placeholders to input text in them. The **Text Box** button in the **Insert** tab can also be utilized to add place holders. The recommendation for each slide is to use short sentences and organize ideas as bullet points.

The first slide in most presentations usually contain the title of the presentation and credentials of the presenter. The default first slide when PowerPoint loads contains a header displaying the title placeholder and the body placeholder of the slide below it. The body placeholder is where the presenter can input text and graphics or a combination of the two.

9.2.10.1 Inserting Images, Pictures, Media:

Only text can make the presentation seem monotonous and adding graphics to it achieves visual impact, provided they're used judiciously. The **Insert** tab can be used to add tables, screenshots, charts, pictures and other elements including audio and video. While embedding the media in the presentation, it should be ensured that it works in the presentation mode. A picture is worth a thousand words. By way of explanation, if there is no time for a thousand words, a picture can be used to convey the message. Images are key elements of every presentation. Good visual cues are key to understanding the message better. They are useful in highlighting the points and support/reinforce the message. However, it should **not be used to decorate a presentation**. That is considered poor use of visual cues because it distracts from the salient points. Use of adequate image resolution is a must because low-resolution images projected on a screen will make the presentation look unprofessional, even if the visuals look good on the desktop. If in doubt, images may be selected with resolution of 1024 x 768 pixels (XGA) and 1920 x 1080 pixels (FullHD).

9.2.10.2 Themes, Templates and Design:

A well-designed PowerPoint presentation is consistent between slides, making this an important element of any presentation. Therefore, a good rule of thumb to achieve consistent layout and design is to choose a predefined theme. PowerPoint templates and themes are similar. Some of the themes come with images while others come with a background colour for each

slide. There are also themes that provide bullets and other display elements such as appealing colour schemes, along with a multitude of options. Selection of a different theme applies the changes across all the slides. The template for a presentation can be changed at any point by accessing hundreds of templates.

PowerPoint's design features allow the appearance and format of the slides to be customized. As mentioned, there is a set of preloaded themes available for the user. Use of page setup allows optimization of the presentation for the display size; for instance, a larger screen ratio should be used when displaying on a projector compared to a computer screen.

9.2.10.3 Choice of Colours and Fonts:

Easy to read and pleasant to look at is how text should be in a presentation. It is advisable to use contrast for colour of text and background. The best choice is always black text on a white background, but it is also the most boring choice. When it comes to fonts, large and simple fonts are the best choice, along with similar theme colours. Depending on the presentation setting, the best fonts and colours can vary. For example, if the presentation is being done in a large room, the text being larger than usual makes it easier for everyone to read it, including those in the back. For best visibility, it is recommended to have dark text on a light background if the lights are on. Colours offer a very good option to highlight the numbers. However, there should not be riot of colours as it weakens the colour effect. This effect only works if used infrequently. Colours that pop should be limited to one per slide.



9.2.10.4 Animation:

There are two ways to achieve animation in PowerPoint - slide transitions and element animation. Slide transition is utilized to add effects when the user has selected slide show method. The timing of the transition and effects, along with opting for on-click or automatic transition can be edited as per the choice of the presenter. If the presenter wishes to add movement, they can make use of element animation. Element animation also adds sounds to the

objects within the slide. For example, in a slide show of a photo gallery, the presenter can pick which of the pictures enter the slide when and how they enter and additionally, they can also add a sound as the pictures fade into view. However, animation should not be overused as it affects the concentration of the audience. To add impact to the presentation, subtle effects should be used sparingly. For example, when bullet points appear whilst the presenter is speaking, it helps capture the audience's attention as they do not have to focus on the bullet points if they appear before.

9.2.10.5 Presentation and Key Message:

PowerPoint features a presentation function that is very convenient for public speaking. It comes with a built-in notes function; when printing out presentation slides, the presenter notes can be added beside each slide in Note panes as accompanying content. Adding notes can be utilized to clarify any points mentioned in the slide without having to sacrifice the slide's readability. Presenter can use rehearsal function to allow him or his team to practice his timing and monitor the length of the presentation.

It is recommended to summarize the key points of the presentation in a Take Home Message. In a longer presentation, there could be several take home messages; it is a good practice to summarize all of them in one place for the audience. Take Home Message should stand out in the presentation.

9.2.10.6 Organizing the slides and saving the presentation:

Slide Sorter View can be used to view slides in a sorted presentation view. This view is useful for the presenter to organize and sort the slides in a meaningful sequence, making it easier to print them out. It is a singular view of all the slides in the presentation. The Slide Sorter view can be found inside the **View tab** on the ribbon or at the bottom of the slide window on the taskbar. Once the presentation is complete, it is saved for future use. Power point presentations are saved as a file with an extension .pptx.

9.2.10.7 Uses of PowerPoint Presentation:

Presentations are useful in professional as well as personal settings. Below are some of the major fields where PowerPoint presentations are useful:

Business meetings

Photo slideshows

Tutorials for students and workers

Work portfolios

Timelines and flowcharts

Resumes

Family trees

Mailing labels

Calendars

Flyers

Education – The modern version of studying leans towards e-learning and smart classes. PowerPoint presentations are the new method, employing interactive techniques and attracting students to this version

Marketing – Marketing makes use of presentations to make numbers more interesting and easy to understand. This can be achieved in the form of graphs and charts to grab eyeballs

Business – MS PowerPoint can be used to show the increase or decrease in a company's profits which is useful to invite investors and other business individuals

Creating Resumes – Nowadays, creative careers are looking for digital resumes which can be created using MS PowerPoint. Elements such as photographs, patterns, etc. can be added to the resume

Depicting Growth – Graphics in PowerPoint is a major tool when it comes to depicting growth in situations such as growth of a company, a student's grades etc.

Advantages of PowerPoint Presentations

When considering making a PowerPoint presentation, consider the benefits that using the software can offer:

Detailed customization: PowerPoint gives the presenter the option to control slide sizes to fit their needs and also gives the presenter full control over the appearance of the slides. This way, the presenter can align content, highlight important information visually, add annotation and use lists.

Flexible uses: PowerPoint presentations are used extensively in business and educational settings. For example, individuals, business and educators share information via presentations, making use of graphics for creating banners, brochures, charts and logos. Other uses of presentations/slides include photo albums and collages, calendars, invitations, brainstorming maps, screen recordings and resumes.

Suitable for beginners: A collection of preloaded templates provided by PowerPoint can help beginners get started with the software. These templates have a various features such as backgrounds, themes and layouts. They also provide project types such as posters, resumes or charts. Training can help with understanding and using advanced features.

Engaging presentations: Engaging presentations help teachers and trainers appeal to multiple learning styles and help keep their learners engaged and interested. PowerPoint gives you the tools to make such presentations that go beyond only text and images to include videos, narration and animations.

- **Easy sharing and collaboration:** Sharing and collaboration is very important in this day and age. To help with that, MS Office comes with tools that let you share your PowerPoint presentation to the cloud where others can view and work on it with you easily.

Important Tasks in Microsoft PowerPoint: A Quick Guide

<u>Task</u>	<u>Steps Involved</u>
Creating a New Presentation	File -> New -> Blank Presentation/Predesigned Template
Insert New Slide	Home ->New Slide (Select the desired template)
Change Slide design template	Design -> Theme -> Choose desired variant
Toggling different slide views	View -> Select desired view
Insert Textbox (for typing content on the slide)	Insert -> Textbox -> Position and size it according to requirements using the cursor
Editing Text	Home -> Font -> Make desired changes to font type, size, colour and format
Insert Tables	Insert -> Table -> Select Table Dimensions
Insert Pictures	Insert -> Picture -> Select Picture Source
Insert Charts	Insert -> Chart -> Select Chart type and enter the required data
Insert Headers and Footers	Insert -> Header/Footer
Add Animation/Slide Transitions	Animation -> Select desired animation Transition -> Select desired transition

9.3 Learning Outcomes

At the end of this Unit, you should have been able to get a good insight into the art of preparing and editing a word document and PowerPoint presentation, which in turn will ready you for the job market. It will give you confidence not only to prepare a Power point presentation but also to effectively present it. You should be in a position to use media to effectively express yourself.

Note: The commands and location of menu items for carrying out various activities in Word and PowerPoint may vary across different versions of Microsoft Office.

9.4 Glossary

Unindented: To remove the indentation

Justification: Adding space between words so that the edges align with both margins

Placeholder: A pre-formatted box in a slide for adding content (text, graphics, or video)

Embedding: To insert into

Image resolution: Refers to number of pixels displayed per inch of an image, described in PPI

Predefined: Established in advance

Customisation: The action of modifying something to suit a particular individual or task.

Animation: Manipulating electronic images by means of a software to create moving images

Work Portfolio: A collection of creative work that represent a person's ability to a potential employer.

E-Learning: Learning conducted via electronic media, typically on the internet

Pervasive: Existing in or spreading through every part of something

Ubiquitous: Everywhere

9.5 Sample Questions

9.5.1 Objective Questions:

1. In a Microsoft Word Template, which of the following items indicate the location where information should be typed?
 - a. Cursor
 - b. Placeholder
 - c. Field
 - d. Tab
2. What programme is used in MS Word to check the spellings?
 - a. Speller
 - b. Spellcheck
 - c. Outlook express
 - d. None of these
3. Text styling can be done in MS Word document by _____.
 - a. Wordcolor
 - b. Wordfont
 - c. Wordart
 - d. None of these
4. A predefined set of slides in Power point is called _____.
 - a. Document
 - b. Theme
 - c. Template
 - d. Transition
5. Which term refers to the size of the alphabetic and numeric characters on a slide?
 - a. Type size
 - b. Font size
 - c. Theme
 - d. Typeface
6. What does a wavy redline under a word in the document mean _____.
 - a. Grammatical error
 - b. Synonym available
 - c. Misspelling
 - d. Antonym available
7. The most preferred option to create a slideshow is _____.
 - a. Normal view
 - b. Transition view
 - c. File view
 - d. Insert view
8. Which pane would be used to enter a speaker's information about what can be said about each slide?
 - a. Notes pane
 - b. Outline pane
 - c. Slide pane
 - d. None of these
9. PowerPoint Presentations are saved as a file with extension of _____.
 - a. Ppts
 - b. Pptx
 - c. Ppoint
 - d. None of these

10. PowerPoint slides can have_____.
- a. Title, text, graphs
 - b. Drawn objects, shapes
 - c. Clipart, drawn art, visual
 - d. None

9.5.2 Short Answer Questions:

1. How many types of views are there in MS Word?
2. What is PowerPoint? Why is it used?
3. What is a slide sorter view?
4. How are visual cues used in a PowerPoint presentation?
5. Describe the different types of animation in PowerPoint.

9.5.3 Long Answer Questions:

1. What are the advantages and benefits of MS Word?
2. Describe the steps involved to create a word document.
3. List out a few advantages of PowerPoint presentation.

9.6 Suggested Learning Resources

1. References Easy Microsoft Word 2010, Sherry Kinkoph Gunter.
2. Microsoft Word 2010: Level 2, Judy Mardar and Pamela R. Toliver.
3. Introduction to Office Software, Word - Excel - PowerPoint 2020, Darrell W. Hajek.
4. <http://shaunakelly.com/word/concepts/starttyping.html>
5. PowerPoint Tips for Preparing a Professional Presentation, Tina Sieber
<https://edu.gcfglobal.org/en/powerpoint-tips/simple-rules-for-better-powerpoint-presentations>.
6. [Presentation Creator - Design Engaging Presentations](https://www.canva.com)
<https://www.canva.com>

Unit – 10: Texting and Emailing Skills and Etiquettes

Structure

10.0 Introduction

10.1 Objectives

10.2 Texting and Drafting a Good text

10.2.1 How to Draft a good Text

10.2.2 Introduction to E-mail Skills

10.2.3 Importance of crafting an effective e-mail

10.2.4 How to write a good Email

10.2.5 Etiquettes in texting and emailing

10.3 Learning Outcome

10.4 Glossary

10.5 Sample Questions

10.6 Suggested Learning Resources

10.0 Introduction

In the world of 21st century, the medium of communications is more advanced, quicker, and smarter. Advanced technology, particularly the smart mobile phones and laptops, has made communication faster. The Message and Email applications enabled the users to access the message from anywhere and anytime. Thus, texting and emailing are one of the easiest and quickest modes of communication now.

10.1 Objectives

This Unit is designed to introduce the advance means of communication to the learners. It is expected that every educated and learned professional should know some basics of advance communications skills specially texting and emailing and their etiquette at least in the professional life. Although many family and personal communications today through the social media applications such as WeChat, Line, Whatsapp, Instagram, Facebook, Text Message etc.

also use texting for the purpose of communication, but in this Unit we will discuss how mindful one should be in texting during professional communication with fellow colleagues or senior officers. It also highlights the importance of effective email writing in professional life.

10.2 Texting and Drafting a Good text

Texting can be divided into formal and informal texting. One needs to be mindful while texting a formal text among the professional contacts/networks. The informal, short, colloquial, etc. language in personal communication works according to the respective recipients and senders of informal texting.

Formal Texting	Informal Texting
Professional purpose	Personal Purpose
It must be short and smart be clearly communicate the message	It must be short and able to communicate the message
Use of formal Language	May use the colloquial expression, short cuts, slang, or informal language
It needs to be crafted with care and proper order.	No need of proper formal formulation
One must use spelling, grammar, and punctuation with utmost care to avoid bad impression.	The mistake of spelling, grammar and punctuation may be forgiven.

10.2.1 How to Draft a Good Text:

One needs to give proper attention while texting in the formal context. It gives good impression if you text properly, therefore in the modern communication skills, texting has also become one of the skills i.e. texting skill. One needs to remember the following things while drafting/crafting the text, especially with the formal contacts/recipients/receivers:

- Use formal language, avoid typos and grammatical errors.
- Write in a complete and short sentence.

- Write neatly, briefly and accurately.
- Use appropriate punctuation.
- Readability.
- Avoid ambiguity.
- Follow Chronological order.
- Avoid unnecessary words, arguments, sentences, and complexities.
- It should be straight and point to point.
- Frame it in a polite manner.
- In formal communication, one must avoid the informal way of writing such as the use of jokes, emoticons, comments or personal information or inquiry, etc.

10.2.2. Introduction to E-mail Skills:

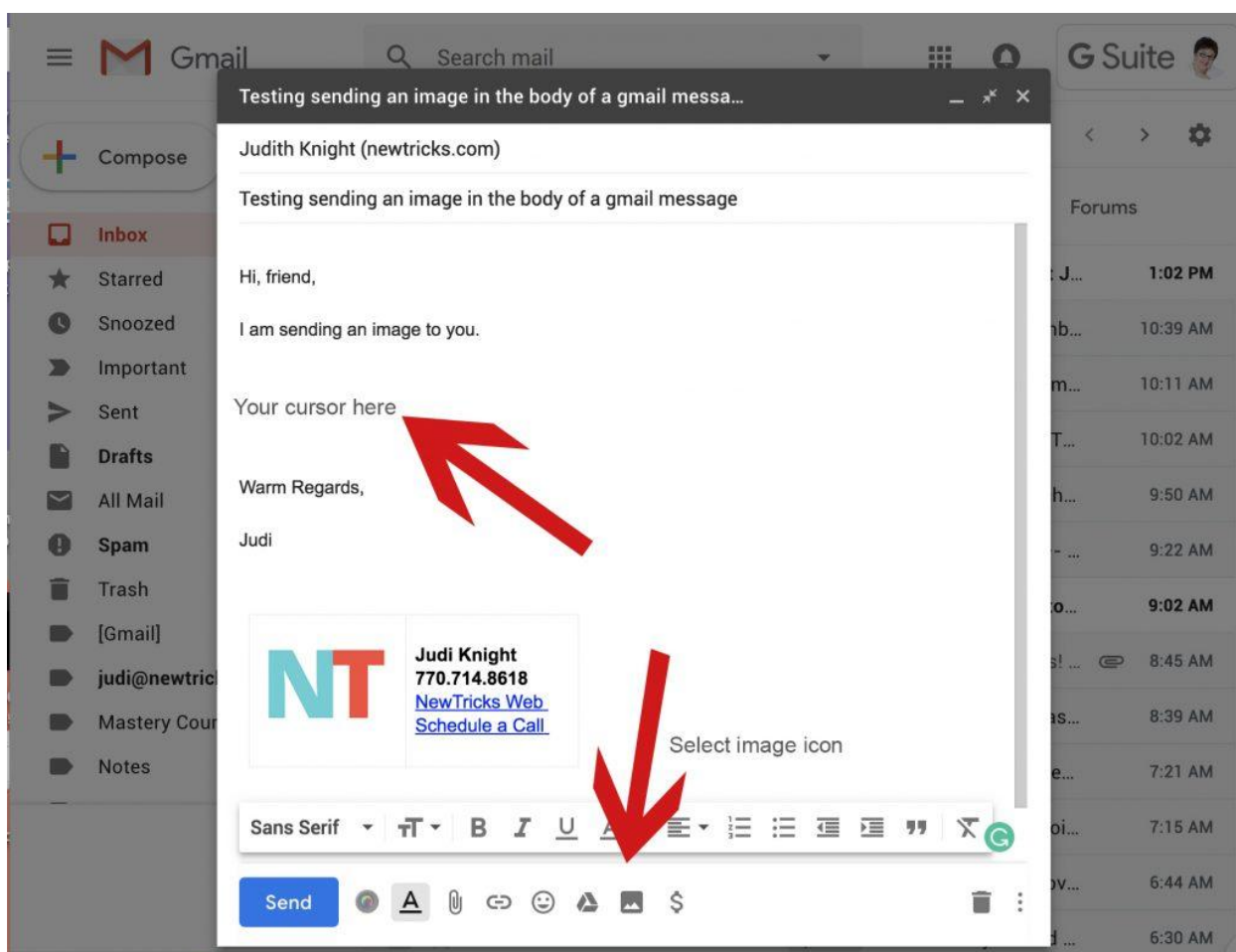
Earlier letters were sent through traditional means of communications such as sending letters through Eagles, Pigeons, Caravans, Parrots, which later shifted to the ships, railways, airplanes, etc. As the traditional medium of communication are being replaced with modern advanced medium of communications, e-mailing has become one of the easiest and best means of formal communication. There are billions of e-mails sent every day across the globe. "Whether you count e-messages in billions or trillions, they're replacing a lot of conventional mail. E-mail does things that letters or phone calls cannot do as well or cannot do at all. It is easy, fast, simple — and cheap. It is perfect for quick answers, confirming plans, and short messages. It saves money on phone calls, messengers, and airfreight bills" (Roman 39). Thus, it became the most efficient, affordable, accessible and easy way of conveying or receiving a message in the world of 4G and 5G.

As the mobile phones are well equipped with email applications – the access to email has also become easier from anytime and anywhere. Earlier to access email one needs to have a computer or laptop. But with the availability of mobile phones it becomes more easy to access email. We have other digital medium of communications today such as Line, We Chat, Messenger, LinkedIn, Instagram, Facebook, WhatsApp, etc. but these are mostly used for informal digital communication. E-mail is mostly used as a formal communication medium to send or receive messages electronically.

While crafting the email, one needs to be little careful. Dawn-Michelle Baude in *The Executive Guide to E-MAIL Correspondence: Including Model Letters for Every Situation*

(2009) writes, “Don’t make the mistake of thinking that an e-mail is just a document you read on a computer screen. Because it’s not. E-mail is designed to move or transact information as rapidly as possible from writer to reader. E-mail usually produces immediate action, often in the form of another e-mail” (9).

Email is slightly different from the letter writing, it has some modifications in the message to suit the electronic version. In the age of internet and ICT the formal letters are also sent through emails because of its fastest and quickest delivery to the receivers. The letters are attached as ‘attachment’ either by scanning or the word converted soft/pdf copy in the email. Here is an example of a body of Gmail:



<https://newtricks.com/how-to-insert-images-into-gmail-email/>

The emails are sent with the help of Gmail, Yahoo!, Rediff mail, Microsoft Accounts, etc. These platforms for email communications have more or less the same or with some advanced features. There is an option of 'cc' (Carbon Copy) and 'bcc' (Blind Carbon Copy) in the option of "To". You can enter the email address in "To" in order to send a direct email to the concerned

person. "CC" is used to send a copy for respective concern persons (if requires) for the record. And if you do not want the receiver to know about the third person in the email you may send the email by using the option of "BCC".

10.2.3 Importance of Crafting an effective E-mail:

A good email exhibits your ability, quality, and professionalism. For effective communication, a good e-mail is obligatory. "E-mail is the dominant communication medium" (Natalie 114). There are various obvious and hidden benefits of an affective e-mail. "If you wrote good, clear, appropriate e-mails, day in and day out... I am sure that efficiency and productivity would rise. Customers would buy more and behave more loyally. Relationships inside and outside would improve" (114). She also highlights some benefits of crafting a strong email:

1. Your work life and career prospect will improve – perhaps dramatically
2. Supervisors, colleagues, and customers will find you capable, logical, credible, persuasive and professional, probably without knowing any.
3. You are what you write. The caliber of your e-mails adds up to create a total impression, and you have the power to make it a positive one. Not to mention that your e-mail will get the response you want much more often, whether you're asking people to meet with you or supply resources or refer you to an employer or client (114).

E-mail id of an individual should consist of his/her name, at least for professional communication. Most of the time some students create email id in a very fancy style. For example, a students name is AmanShaikh then instead of creating email id with amanshaikh@gmail.com he would create email id as ash@gmail.com, or Shaa@gmail.com, etc.

10.2.4 How to write a good Email:

"E-mail English is probably a little different from the English you have studied in school and read in the press. Because e-mail has to get its message across right away, some of the trappings of literary English fall by the wayside. E-mail English is closer to speech than it is to the newspaper or textbook. It takes cues from how we talk, preferring one-word sentences and a conversational tone to complex sentences and lofty vocabulary" says Dawn-Michelle Baude in his book *The Executive Guide to E-MAIL Correspondence* (2009). He further provided few points for crafting or writing good email:

- Announce the main point of the e-mail in the first sentence whenever possible.
- Keep paragraphs short.
- Use plenty of white space between paragraphs to help the reader navigate the e-mail.
- Furnish headers to encourage skimming.
- Follow most-important-to-least-important, or general-to-specific paragraph structure.
- Keep sentences short.
- Favor a subject-verb-complement sentence structure.
- Don't censure the "I" pronoun.
- Prefer direct, clear vocabulary.
- Opt for contractions.
- Feel comfortable employing the dash (—).
- Use technical language and jargon wisely.
- Be wary of SMS abbreviations in a business context.
- Shun decorative layout and inappropriate visual effects.
- Remember that your e-mail has unseen readers .

Kenmethyl Roman and Joel Raphaelson's *Writing That Works* mentioned few important techniques while drafting an email. They said the subject of email/ heading should be clear and compelling to read. You should cut short sentences for example: "*I'm available,*" should be "*I'm available to speak at your meeting on the fourteenth.*"

- Do not copy unneeded persons in your e-mail. Send notes only to those that need to read it.
- Avoid using the "Reply to All" button ... unless there is really a good reason.
- Do not join in the e-mail circus by adding your thoughts or short ideas to these never ending e-mail threads that clog up our inboxes. Instead, when you see a monster e-mail thread starting, stop the flow and call a real face-to-face meeting to resolve the issue.

Important points that Roman et al. mentioned are when not to write an email, "Most circumstances in which snail mail is preferable to e-mail are obvious: legal matters requiring signatures, invitations to formal events, fund-raising letters. If you have to change or cancel a meeting on short notice, a phone call or fax works better than e-mail. Don't count on people checking their Inbox two hours before the event. E-mail is not usually the best way to introduce yourself to someone. The executive contacted is probably flooded with messages and is not

likely to open or read yours. It's easier to ignore or hit Delete than to say no thanks in person” (Roman et al 47).

10.2.5 Etiquettes in texting and emailing:

- One of the ultimate purposes of texting and email communication is quicker access and replies thus, one needs to reply the text and email at the earliest. Preferably within 24 hrs.
- Avoid unnecessary texting or messaging
- Write in fewer and clear words.
- Include important words and complete words
- In email use appropriate shift in paragraph. Clear lines. Subject line should be appropriate in email “Subject”.
- Use appropriate words
- Use graphic design in email if required to be more organized and structured email such as bullets, number etc.
- In email use standard Font size (12), style (Times New Roman) and color (Black), and in the bottom of left corner use your contact information including name and affiliation (if any).
- In texting formal communication do not use any slimsily or emoticon.
- Avoid ambiguity, sarcasm, pun, irony, metaphoric language, jargon or abbreviations, etc.
- Avoid writing message in email in colorful words, italics, capital letters, etc.
- One may use sarcasm, pun, irony, metaphoric language, jargon or abbreviations, in texting if the receiver is his/her good friend etc.
- One should read the draft once before sending text or email.

10.3 Learning Outcomes

At the end of this Unit you should have been able to understand the etiquette while drafting the shorter and medium messages through texting and emailing. You should have also become familiar with the basic structure and techniques for writing an e-mail. You are expected to apply these techniques and remember important points while drafting texts and e-mails.

10.4 Glossary

Communication skills: Communication skills are the skills of individuals to convey/communicate or receive any kind of information or message. In traditional communication structure reading, writing, speaking and listening were considered as communication skills. Along with soft skills such as body language, dress, emotional intelligence, stress management, etc. In the world of internet and ICT communication skills have also upgraded to modern forms and medium such as e-mail, fax, texting, etc.

Formal Communication: The formal communication is a communication through official, formal, or professional purpose through formal means of communication. It consists of formal language and some etiquette.

Informal Communication: Informal communication is a casual communication between two or more people. It is used as common day to day communication without giving much attention to formality and formal language. It can be communicated through unofficial or formal means.

Bold: Bold is a style used in typed language to highlight the specific portion. "Bold is best used to contrast with other forms of stylistic emphasis in an e-mail, such as italics/ underlining and capitals. Some writers, however, use boldface type for primary stylistic emphasis, forgoing capitals and italics" (Baude 258).

Indent/ion – indent or indention is used to draw the reader's attention. "The more indented the text is, the more detailed or specific its information" (Baude 258). It is used by pressing "Tab" on the keyboard to select a paragraph or a sentence.

Italics and Underlining – "Italicized/underlined words and sentences are the traditional way of obtaining a stylistic emphasis in a text. Italics/underlining have yielded to capitals in informal e-mail but maintain their prestige in more formal or official documents" (Baude 258).

Layout – in e-mail writing layout is a "first sentence in an e-mail is the most emphatic because that's where the reader decides to read on...or not. The first sentences of paragraphs are automatically emphasized because they announce what the paragraph is about. They're prime bait for readers who skim. Words or sentences surrounded by white space also receive extra attention because the skimmer can latch on to them quickly" (Baude 257).

10.5 Sample Questions

10.5.1 Objective Questions:

1. Which of the following is not a part of communication skills?
 - a. Speaking
 - b. Listening
 - c. Reading
 - d. Waiting
2. Bold is used in e-mail to _____.
 - a. Bring text in front
 - b. To drag text in back
 - c. To hide text
 - d. To highlight something
3. ICT stands for_____.
 - a. Internet and Computer Technology
 - b. Internet and Communication Technology
 - c. Information and Computer Technology
 - d. Information and Communication technology
4. Natalie Canavor in her *Business Writing in the Digital Age* (2012) says, “if you wrote good, clear, appropriate e-mails, day in and day out... I am sure that _____ would rise. Customers would buy more and behave more loyally. Relationship inside and outside would improve”.
 - a. Quality and quantity
 - b. Effectiveness and correctness
 - c. Efficiency and productivity
 - d. Effectiveness and productivity
5. _____ is the writer of *The Executive Guide to E-MAIL Correspondence*(2009).
 - a. Dawn-Michelle Baude
 - b. Wren & Martin
 - c. All of the above
 - d. None of the above

6. Texting is not used for _____ purpose.
- Faster
 - Quicker
 - Elaborative
 - Shorter
7. Texting can be done through_____.
- Mobile phone
 - Smart phone
 - Social media applications
 - Written letters
8. The technical means of sending letter is called as _____.
- E-mail
 - E-newsletter
 - Texting
 - All of the above
9. Which of the following is not a receiver of email?
- CC
 - BCC
 - To
 - Sender
10. While texting in a formal communication, one needs to be _____.
- Mindful
 - Maintain clarity
 - Avoid ambiguity
 - All of the above

10.5.2 Short Answer Questions:

1. What are the types of texting?
2. What is an Informal communication?
3. What is formal communication?
4. How to highlight text in typed language?
5. What is the ultimate purpose of texting and emailing in modern ICT world?

10.5.3 Long Answer Questions:

1. What is Texting and its purpose in the modern time and how to draft a good text?
 2. Write an affective e-mail by following the suggestions mentioned in the unit.
 3. what are the characteristics of good email?
-

10.6 Suggested Learning Resources

1. Baude, Dawn-Michelle. (2009) *The Executive Guide to E-MAIL Correspondence:Including Model Letters for Every Situation*. Pentagon Press.
2. Canavor, Natalie. (2012) *Business Writing in the Digital Age*, Sage.

Unit – 11: Exploring Websites and Social Networking

Structure

11.0 Introduction

11.1 Objectives

11.2 Exploring Websites

11.2.1 Social Networking Sites: Advantages & Disadvantages

11.2.2 Some Popular Social Networking Sites

11.2.3 Accessibility through Social Media

11.2.4 Using Social Networking Sites in Daily Life

11.2.5 Social Media leading to Cyber Crime

11.2.6 Types & Prevention of Cyber Crime

11.2.7 Best Way to Use Social Networking Sites in terms of Communication

11.3 Learning Outcomes

11.4 Glossary

11.5 Sample Questions

11.6 Suggested Learning Resources

11.0 Introduction

With the advent of the internet, there has been revolution or tremendous change in the world especially in the field of communication. Internet basically is the global system of interconnection of computer networks which uses IPS (Internet Protocol Suite) to transmit information from one system to other or others whether it is network or devices. There are several websites on the internet and new ones are constantly added. All major governments and organizations have their own websites from which authentic information may be gathered. Websites are also used to submit applications for various schemes and purposes. For example, to apply for the passport, you have to apply from the official government website. Exploring websites helps us to keep ourselves updated with relevant information.

The internet has also given rise to various social networking sites (SNS) like Facebook, Whatsapp, Telegram, Instagram, Twitter and many others. Social networking sites are basically virtually connected communities for various purposes where an individual can make their profile

and use it for myriad purposes in their day-to-day lives. The first and foremost motive of these sites are interactions or communication between people around the world. These social networking sites are influencing the lives of millions of individuals around the world everyday. Here people interact with users from different parts of the world, share their experiences and interests and even participate in various kinds of discussion. In the current time it is shortening the wide gap between people of oriental and occidental world and are working as a bridge between different race, ethnic groups and communities. Now it has become a basic need for the individuals pursuing careers in any field whether it is academic, business, sports, television, movies or any field related with the existence of human beings. Though these are helping us in our various works and making our lives easy, the fact is that people are sometimes giving too much time to them and are becoming addicted to it. The consequence is that they are moving away from their family, friends and physical activities. This is also resulting in various mental health issues.

11.1 Objectives

The objective of this Unit are to:

- understand what are social networking sites
- Explain internet browsing
- know the advantages of social networking sites
- know the disadvantages of social networking sites
- understand cyber crimes and its hazardous effect
- know to use social networking sites in an effective way

11.2 Exploring Websites

As students, you will be required to explore the internet for various websites for various educational purposes. You will need to explore the university website for admission, for fee payment, for Prospectus, academic calendar, course or programme structure, notifications, SLM, assignment, examination notification, etc. You may find relevant reading material for your

syllabus by browsing through the internet. You may access books and journals, educational videos and templates for writing letters, preparing invitations, report writing, etc. by using the internet. Internet resources are required in one's social life also. There are various search engines for internet browsing. Google or Google Chrome help you to find information easily by merely typing the key words in the search bar.

Similarly, Microsoft Bing, Firefox, Duck Duck Go are also search engines commonly used for internet browsing.

Observing safety protocols while browsing the internet for exploring websites is important. Always remember to look for https//. Visit only official and authentic websites. Explore only the information or websites permissible by law. Follow age guidelines for internet browsing where available. Avoid clicking on links on webpages. Always remember internet browsing should be restricted to protect one's eyesight and should be limited for information purposes. Internet allows information at one's finger tips instantly. It may be used to fact check, to reach reliable and authentic sources, to gain knowledge, to learn how to do things, to find places, people, techniques, and innumerable other things. It can be explored to learn good language skills. You can find words and their meanings, pronunciation, correct spelling, synonyms, antonyms etc on the internet. You can learn grammar and communication. You can improve reading and writing skills. You may also use the internet to improve your listening and speaking skills.

11.2.1 Social Networking Sites: Advantages & Disadvantages

11.2.1.1 Origin of Social Networking Sites:

Twentieth century is an age of technology especially in the field of communication. The creation of supercomputers in the 1940s was a blessing in this regard as it changed the entire scenario. With this invention, Scientists, engineers & technocrats worked hard to create networks between computers to carry out various research works related to defence. This became the base which later paved the way for the discovery of the internet. And they were able to succeed in the 1960s with the invention of CompuServe, which is basically the earliest form of the internet. In 1969, the Advanced Research Projects Agency Network, abbreviated as ARPANET emerged which also gave rise to internet and social media in the current times. The United States Department of Defense is credited with developing the early digital network when they allowed scientists from four Universities to interconnect with each other by sharing software, hardware

and other data. During this time, the email system also developed but it was just in an initial age not as developed as now.

In the 1970s, there was some development in networking technology and in 1979, UseNet allowed its users to communicate by the means of virtual newsletter. In the 1980s, computers started becoming household stuff and even social media started gaining momentum. In 1987, some more development happened when the National Science Foundation launched NSFNET, which was a nationwide digital network. With the passage of time, there were some more developments and internet relay chatting or IRCs came into being in 1988 and started becoming popular day by day with youngsters accepting it as a means of entertainment and favourite pastimes by connecting people worldwide.

In 1997, ten years later the real social media platform was launched. It was Six Degrees, the first recognizable social media platform. It allowed users to create their profile on it, chat and connect with global users. This led to the emergence of first blogging in 1999, which became a social media sensation and it continues to be popular till date. With this, social networking started becoming popular day by day with more connectivity as more and more people started getting various kinds of opportunities. It also gave monetary gain to individuals excelling in the field of blogging as it became a medium of earning money. In the current scenario, many people take it as a profession and now there are professional bloggers writing content for various companies whether it is national or international. One can also become a global blogger and earn money just sitting at home.

In the early 2000s, many new social networking sites emerged like MySpace, LinkedIn, Photobucket, and Flickr giving various options to the users like making friends, sharing online photos and even job opportunities. The launch of YouTube in 2005 led to a new way for users to communicate and share information using the video format. This also gave rise to earning possibilities and celebrity opportunities to the users. We have seen examples of many people who became celebrities by posting videos on YouTube.

In 2006, when Facebook and Twitter emerged, they became the most popular social networking sites; Facebook especially among youngsters and Twitter among intellectuals and politicians. Some more social networking sites like Tumblr, Spotify, Foursquare and Pinterest emerged and became popular though not as popular as Facebook and Twitter. In 2004, Orkut was created by Google and became popular globally especially in countries like India and Brazil.

In 2008, it was the most visited site in both the countries but with the passage of time, its popularity declined and Goggle had to close it in 2014.

In 2009 when WhatsApp was founded, it became the most popular social networking site around the world. Now it is being used by various educational institutions, business organizations and many other institutions around the world.

11.2.2 Some Popular Social Networking Sites: Facebook, Whatsapp, Instagram, Twitter, LinkedIn, You Tube, Telegram, Tik Tok, Zoom:

Facebook, one of the most popular social networking sites in the world was first launched with the name FaceMash on 28th October 2003. It was founded by Mark Zuckerberg and his friends and roommates from Harvard University students like Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes. It was renamed as The Facebook on 4th February 2004 by Mark Zuckerberg. At first, the site was confined only to the students of Harvard University students but later with its increasing popularity the founders expanded it to other colleges in the Boston area and in a month it expanded to Stanford, Columbia and Yale. Within two years it spread to the other Universities of the United States and Canada. In December 2005, Facebook reached more than 6 million users. On 26th September 2006, Facebook Membership became open to all. In February 2011, Facebook became the largest online photo host in the world. With the invention of Smartphones, more and more users joined Facebook and in October 2011, 350 million users joined it and the number is increasing day by day with leaps and bounds.

WhatsApp was founded by two friends, Brian Acton and Jan Koum in 2009. They both left their job at Yahoo to fulfil their dream of travelling around the world. They soon realised that their money was sinking and had to apply for a job on Facebook. But things didn't work out as they had planned, resulting in disappointment then they decided to launch WhatsApp. Jan Koum wanted to create an app which shows the statuses of the users next to their profile. He shared his plan with his friend, Brian Acton and they took the help of Alex Fishman in it. Alex introduced them to Russian iOS developer, Igor Solomennikov who helped them in the execution of their ideas. Though they struggled in the beginning but later many successful business men joined them and on 24th February 2009, Koum was successful in developing iOS applications and hence incorporated the 'WhatsApp inc'. He named it 'WhatsApp' because he believed it refers more like "what's up" associated with the idea of statuses.

In 2009, Kevin Systrom, a graduate of Stanford University created a web app which was a kind of prototype known as Burbn. It had features like posting their plans and sharing their photos. But things changed completely in March 2010 when Systrom met two venture capitalists from Baseline Ventures and Andreessen Horowitz. He showed them the prototype of his app and quit his job to focus on Burbn. With the help of seed funding he collected \$500,000 and built a team of people to work with him on the mission. Mike Krieger, another Stanford graduate, also joined Kevin Systrom in his venture. With their collective efforts, Instagram was launched on 6th October 2010. The app allowed users to share photos and videos especially from their mobile. It was very successful, as on the first day 25,000 users joined it and in a week it reached 100,000 users. In two months, the number reached one million users worldwide. With the enormous increase of users, more and more investors were attracted towards Instagram. It also attracted the attention of other successful social media companies like Facebook and Twitter.

Twitter is basically a microblogging social networking site which distributes short messages by the users which can be followed or replied by other users. It can be used both on computers/laptops as well as smartphones. The messages posted on twitter are termed as “tweets”. It has integrated other social networking sites like Myspace and Facebook for creating networks among users. In the contemporary scenario, it is basically used by celebrities more specifically by politicians ranging various topics related with their nation or society. It can also be termed as a kind of dialogue and users express their opinions on any issue posted by the person they follow. It was created by the help of a specialised Web-application framework, Ruby on Rails associated with Ruby computer programming language. Evan Williams and Biz Stone designed the service in 2006. Williams is credited with creating Blogger which became a popular Web authoring tool. He then focused on SMS (short message service); one of Odeo’s side projects. Believing in the vision, he bought the Odeo network and named it as “Obvious Corp ” to develop it further. After a short time, Engineer Jack Dorsey joined his company and helped him in the execution of Twitter. With their efforts, Twitter was created in March 2007 at the South by Southwest Music Conference in Austin, Texas. Next month with its success, Twitter, Inc., was formed as a Business enterprise because of huge investment.

LinkedIn is an American social networking site created for business purposes. Hence it can be termed as an employment-oriented social networking site. It was founded in 2002 by Reid Hoffman and the other founding team members from PayPal and SocialNet.com. It has its

Headquarter in Mountain View, California, United States of America. With the launch of LinkedIn it got a huge investment from Sequoia Capital making it reach 1 million users in August 2004. After that its users increased by leap and bound and in April 2007, it reached 10 million users. With this success LinkedIn launched its mobile version in February 2008. Considering India, a big market because of its huge population, LinkedIn opened its office in Mumbai in 2009. They also focused on India by starting India operations dedicated to understanding Indian Professionals and counselling them to pursue their career by being mentored by LinkedIn. In the same year it expanded to Sydney and in 2010, it opened its international Headquarters in Dublin, Ireland. Till October, it was ranked No. 10 Company by the Silicon Valley Insider among its Top 100 list of companies. The distinct quality of LinkedIn is that it is not the other networking sites which are meant for amusement; rather it is completely official where one can search for a job or employees. On it users after creating their profiles can upload resumes, post their career objectives, summary of their career, show their expertise, experience, skills and accomplishments and their educational and work history.

YouTube is a social networking site which helps users to share videos. It is an American company inherited by Google. Founded by Steve Chen, Chad Hurley and Jawed Karim who launched it on 14th February 2005. After Google, it is considered as the most visited site. With more than one billion monthly users who watch videos on it the whole day around the globe. Seeing its popularity Google bought it in a huge amount in October 2006. Since then it has been expanding rapidly and now users can use it on their mobiles, television network and also can link it with other sites. YouTube has also collaborated with many corporate sponsors around the world providing many opportunities to the users. Now users around the globe use it as a source of earning money by posting videos of all categories. We can see many types of channels on YouTube like news, educational, music, dance, fashion, sports, travel, recipe, astrology, craft and many other types. We can even see that many celebrities have made their channels on YouTube and are posting their videos on it. The success rate of YouTube is that since 2015, giant media corporations like Disney, ViacomCBS, WarnerMedia and many other international corporations brands are using YouTube for commercials and attracting audiences. Now the report is that from May, the videos being uploaded by users around the world are at a rate of more than 500 hours of content per minute and it has been increasing day by day. It is also collecting a huge amount of revenue every year.

Two Russian brothers, Nikolai and Pavel Durov launched Telegram in 2013. Both the brothers are credited with launching another social networking site VK (VKontakte) in 2007 which is the most popular social networking site in Russia. But they had to leave it in 2014 as Russian President Vladimir Putin's allies overtook it. They also left Russia due to some reason. They made Telegram as a non-profit organisation. Now Telegram is an American LLC registered company but their offices are not revealed to the common public. The success rate of Telegram is that till October 2013 it had 100,000 daily active users. In March 2014, it reached 35 million monthly users. When corona pandemic hit the world and the entire world shifted to digital platforms for all kinds of daily activities, then there was a tremendous increase in Telegram users worldwide as users were facing security and privacy breach on other social networking sites like Facebook and Whatsapp so many users shifted to Telegram. It reached 400 million active monthly users on 24th April 2020 and almost 500 million active users on 5th October 2021 which Founder, Durov himself announced in his blog.

TikTok is basically a video-focused social networking site launched by Zhang Yiming's company ByteDance in September 2016 in Beijing, China. It is named as Douyin in China and in December, they planned to launch it overseas and it was launched internationally in 2017. ByteDance was founded by Zhang Yiming, Liang Rubo and their team in 2012. It is a multinational internet technology company based in Beijing, China. ByteDance developed Douyin/TikTok in 200 days and it became a massive hit with 100 million users worldwide. It gained so much popularity because it allows users to post 15 seconds to 3 minutes giving them many features and facilities to upload their videos making many individuals stars. Its popularity has extended to entire Asia, Turkey, Russia and the United States of America. Due to the lockdown effect, it reached 2 billion mobile users. In the year 2021, it became the most popular website even surpassing Google. In the current scenario, many celebrities belonging to different fields around the world use it.

Zoom is a video communication app founded by Eric Yuan, an Engineer by profession in 2011 but it was launched in 2013. It has its Headquarter in San Jose, California, United States. Hence it is an American company known as Zoom Video Communications. In 2017, it saw a tremendous rise in revenue growth because of its accessibility and resulted in a 1 Billion USD valuation which led to it becoming a "unicorn" company. Since 2019 it has become very profitable. In 2020 due to a lockdown imposed as a measure against coronavirus rising, it

became a household name all over the world. As it was being used for all kinds of official and domestic communication; academic, business, family and community meetings. In the current time also it is being expanded day by day.

All the above social networking sites are very popular worldwide and are still expanding day by day in terms of popularity, franchise and monetary gains, even allowing the users to get advantages in various ways.

11.2.3 Accessibility through Social Media:

As we see that social media is playing a very significant role in imparting instructions and promotion of various things. It has greatly helped in the transmission of ideas, information and views from one place to other or to the entire globe. It has completely transformed communication, the way people interact from one individual to another. It has helped companies and individuals in gathering information about anything, anywhere around the world. It has changed the perspective of government and business sectors in terms of gathering and sharing information and in delivering all kinds of services.

Social networking sites and apps like Facebook, Whatsapp, Instagram, YouTube, Twitter are easily accessible for all. Only the fact is that one has to learn to use it because if it is not used in the right way then one can get into trouble. So it is better to know the complete usage and accessibilities of these social networking sites. In the current times even the academic world is using these sites. In 2020, when the coronavirus pandemic has entrapped the entire world then the entire world shifted from physical to digital world. In that hour of crisis social networking sites served in various ways providing all kinds of facilities to the users.

11.2.4 Using Social Networking Sites in Daily Life:

In the olden days, people used letters for communication, get-together for meeting people. But now things have changed, as individuals around the world use social networking sites for it and more other works. Various social networking sites are providing various opportunities to the users. First and the foremost thing which it is doing is helping individuals in making new friends. It has helped in finding old friends of schools and colleges who were lost. So social networking sites are the best means of communication worldwide as it is helping users to make new friends and search for their old friends which were lost due to lack of communication. Now anybody who uses these sites are well informed about the activities of their

friends, relatives and acquaintances if they are using social networking sites. This is making the world shorter because we can easily communicate with anybody around the world anytime.

Different types of social networking sites like Facebook, Whatsapp, Instagram, Twitter, LinkedIn, You Tube, Telegram, Tik Tok, Pinterest etc who are providing different kinds of facilities, services and opportunities to the users. Each site is enhancing communication systems in their way and are contributing in developing strong communication systems around the world. The most important fact is that people feel closer to their friends, relatives and acquaintances who are living at a distance.

The other most important features of social networking sites are that they make us aware of anything happening around the world within a second. All the news related to all kinds of fields are spread across the world within no time, making users aware of all good and bad incidents happening anywhere and anytime. Now, any user around the world can be a witness of any situation, event, incidents which was earlier not possible. This has also led to the increase of private or individual new channels globally and giving many individuals a chance to become new anchors and journalists. Thus providing job opportunities to many individuals around the world. Now we see various news channels functioning from different parts of the world.

Another very important feature of social networking sites is that it gives a platform for many kinds of group discussion on national and international levels. Users can be a part of any discussion happening on these social networking sites and give their valuable input and can read the opinions of other users which also includes famous personalities. Through these discussions, they are gaining knowledge of various types and in making friends with like-minded people. This is helping individuals in developing critical thinking as well as in the development of personality which is very helpful in making a career.

The best utilisation of social networking sites has been done by the academic/educational world. Though some institutions were using social networking sites since its origin but it was to a certain limit. Then came coronavirus pandemic and all the schools, colleges and educational institutions were closed and the whole world went into quarantine. At that time, to continue the academic/educational activities, all the organisations started using social networking sites for imparting education and to keep the learning process going. This was indeed the need of the hour and the social networking sites served as blessings because the education process didn't stop though there were some drawbacks as well. There are also various academic and educational

channels on YouTube, which are helping students in being mentored as lots of educational experts all over the world providing mentoring services in respective disciplines to benefit students.

Users around the world have made various groups on these social networking sites which are being regulated for various activities. For example, there are an abundance of literary and poetry groups on Facebook. These groups are providing opportunities to the young or new poets to share their poems and get encouragement. These groups have members from across the globe. By being an active member of any such group and taking part in activities organised by the group, one can be famous internationally. As these platforms are providing opportunities like open mike events, poetry recitations and publishing anthologies. Many young poets have established themselves in the Poetic world because of Facebook. Now their poems are being read worldwide online in the forms of books, anthologies, magazines and posts.

Social networking sites are a great help in the field of business as they are providing great opportunities to expand business in many ways. They are very helpful especially in the marketing sector providing entrepreneurs to expand their goods to national and even international markets and customers. It is providing a base for local entrepreneurs to reach more and more people. It is very helpful for users who are starting their start-up businesses. In this way it has turned the business world into an E-commerce industry as many new brands have emerged within no time due to posting details by users on social networking sites. Even customers are finding it very useful because they are able to read reviews of any product on the various sites posted by the customers who have already used it. In this way, social networking sites are proving themselves as a guide for customers to buy the right product for their use. They are making the lives of users easy by giving the advantage of buying all kinds of national and international brands' products which are either not available in their city or are too expensive to buy. These sites sell these products at a cheaper rate and bring them to their doorsteps.

Healthcare industry for example hospitals, private clinics or pharmacy shops are using social networking sites to enhance their services and give more facilities to the users. Any individual can easily find specialist doctors and clinics by visiting these sites. They can even consult their health issues with expert and specialist doctors anytime through the help of social networking sites. Even banking sectors are also using social networking sites to give their customers more facilities while sitting at home. Now users can do transactions anywhere,

anytime just by a click without visiting banks. Social networking sites are a great help for the tourists in terms of navigation. Any individual can book hotels before landing that place or country. Users visiting any place can find their places of interest on it. This is making travelling easy for individuals around the world. Social networking sites are influencing current politics a lot as now politicians are using sites like Twitter, Facebook to converse directly with the users. So the citizens are becoming aware of their political thoughts, personalities and activities. Hence are able to make proper opinions about any politician. Now they are directly conveying their problems, discussing various issues and even sending messages to the politicians which was not possible in olden days.

The most important fact of the social networking sites like Facebook, Twitter, LinkedIn and other sites is that they are giving employment to thousands of employees. Since they have become like an industry so they are providing job opportunities in the places they are having headquarters or offices. In this way, they are helping the economy of the countries they are regulating.

11.2.5 Social Media leading to Cyber Crime:

In this tech savvy world of 21st century, each one of us is using the internet through WhatsApp, twitter, Facebook, net banking and lots of other platforms. So, we should know what are the problems that are occurring in the usage of these internet platforms. Cyber crime is a contemporary and relevant topic to discuss. Everybody thinks that only stealing someone's private data is cyber crime. But cyber crime involves digital devices like computers or other hardware devices. As we all know that we are living in the age of internet and cyber crime is one of the most complicated issues related to it. But we can't escape from this because today we are totally dependent on online working. Cyber crime may include credit card frauds, voice phishing, distribution of viruses, cyber stalking, child pornography, forgery, crime related to money and women.

Cyber crime is a criminal activity done by using computers and the internet. It targets a computer or computer network or any device which is connected to the network, who commits it? It is committed by hackers who want to make money. It can be an individual or any organization. And the hacker's sole aim is to get profit could be personal or political. "Cybercrime does not occur from a want of feeling for others but from an over-sensitivity for

self and an over indulgence in our desire”. As cyber crime is emerging as a serious threat, worldwide, govt police dept and intelligence units have started to react.

11.2.6 Types & Prevention of Cyber Crime:

- Email and internet fraud
- Identity fraud : where personal information is stolen and used
- Theft of financial or card payment data: cyber attack
- Cyber Extortion: demanding money to prevent a threatened attack.
- Ransomware attacks: a type of cyber extortion.
- Gaming disorder

Preventions against Cyber crime

- Keep software and operating system updated
- Use anti-virus software and keep it updated
- Use strong passwords
- Never open attachments in spam emails
- Contact companies directly about suspicious requests
- Keep an eye on your bank statements
- Do not click on links in spam emails or untrusted websites
- Do not give out personal information unless secure
- Keep an eye on your bank statements
- Monitor your child while gaming online
- Teach your kids how to deal with cyber bullies
- Downloads/installation should always be handled by adults
- Use parental controls effectively

11.2.7 Best Way to Use Social Networking Sites in terms of Communication:

Social networking sites are the best means of communication but they are beneficial as well as hazardous. It is up to an individual whether to use it in a positive way by taking advantage of various opportunities it provides or use it in a negative way. Some tips for using in a better way are:

- Communicate with inspiring people in tough times to get motivated
- Donot share personal stuff on social networking sites

- Read messages to learn, unlearn, relearn and relax.
- Stay away from toxic content
- Stop reacting to every message you receive on Facebook, whatsapp or other social networking sites
- Arguments never end, so it is better not to enter into arguments especially with toxic people
- If a message or part of it hurts you, as per your perception, donot respond immediately
- If you feel your text is offensive do not hesitate to delete it at your earliest convenience.
- Let a positive approach guide your texting messages or responses.
- Stop worrying over social media content as it will disturb your peace of mind.
- Share pleasant information, pictures, and music with those who like them.
- Agree to disagree with comments, posts and state so as to end controversies.
- Donot waste much time on social networking sites

11.3 Learning Outcomes

At the end of this Unit, you should have been able to understand internet browsing and social networking sites, the advantages and disadvantages of social networking sites and how to use social networking sites in an effective way.

11.4 Glossary

Indispensable: Important

Transformed: Change

Accessibilities: The quality of being easily approach

Entrapped: Capture

Complicated: Complex

Phishing: A cyber crime through email, telephone or text message

Pornography: Printed or visual erotic material

Sensitivity: Feeling liable to be offended or hurt

Extortion: The practise of acquiring something forcefully

Suspicious: Having or showing a cautious distrust of someone or something

Controversy: Heated discussion

Perception: The way in which something is regarded, understood or interpreted

Toxic: Poisonous substance

11.5 Sample Questions

11.5.1 Objective Questions:

Fill in the Blanks

1. Super Computers were created in 1910.
2. ARPANET gave rise to the internet.
3. YouTube was created in 2000.
4. Facebook was launched in 2006.
5. WhatsApp was founded in 2009.

True/False

1. The invention of paved the way for the earliest form of the internet.
2. The National Science Foundation launched NSFNET in
3. Facebook was launched in 2003 as
4. Is the founder of Instagram.
5. Twitter is basically a social networking site.

11.5.2 Short Answer Questions:

1. What are social networking sites?
2. Write a note on internet browsing.
3. What do you mean by cyber crime?
4. What are the disadvantages of social networking sites?
5. What is the best way to use social networking sites for communications?

11.5.3 Long Answer Questions:

1. Write the origin of social networking sites like Facebook, Whatsapp, Instagram, Twitter, LinkedIn and Zoom?

2. What are the uses of social networking sites in our daily life?
3. Explain internet browsing in detail.

11.6 Suggested Learning Resources

1. Alemán, Ana M. Martínez; Wartman, Katherine Lynk, "Online social networking on campus: understanding what matters in student culture", New York and London: Routledge, 1st edition, 2009.
2. Barham, Nick, *Disconnected: Why our kids are turning their backs on everything we thought we knew*, 1st ed., Ebury Press, 2004.
3. Baron, Naomi S., (2008) *Always on: language in an online and mobile world*, Oxford; New York: Oxford University Press.

Unit – 12: Using Smartphones for E-Services (Reservation, Shopping, Banking, Learning)

Structure

12.0 Introduction

12.1 Objectives

12.2 Smartphones: Advantage & Disadvantages

12.2.1 Sub topics (Minimum 5 and maximum 10)

12.2.2 Some Leading Smartphones Companies

12.2.3 Smartphones as an Integral Part of Human Lives

12.2.4 Academic Benefits of Smartphone

12.2.5 Smartphones for E-Services

12.2.6 Changing Work Patterns and Mobile Phones

12.2.7 Mobile Addiction & Cyber Crime

12.2.8 How to be Vigilant to avoid Cyber crime

12.2.9 Human Relations and Mobile Phones in 21st Century

12.3 Learning Outcomes

12.4 Glossary

12.5 Sample Questions

12.6 Suggested Learning Resources

12.0 Introduction

Mobile phones are an integral part of the fast paced, tech savvy life. A telephone is basically a telecommunication device which allows its users to converse from a distance. The word “telephone” has its origin from Greek. “Tele” in Greek means “distant/far” and “phone” means “voice.” The invention of the telephone dates back to 1876, when Graham Bell was granted a patent from the United States of America. With the passage of time, this device was further developed by many scientists and became a household device for domestic and official use. Though telephones were useful, they had limited range since they were located at one place so it was not helpful for individuals working in the army, ship or any movable job. It was the need of the hour to make a phone which could be used during travel. In the 20th century, scientists tried to develop various radio systems for greater mobility so that it can transmit between mobile stations on ships and automobiles.

In most parts of the world, people believe that the advent of mobile phones have greatly benefited humankind. People who are far away can easily connect to their family and friends through it. Now mobile phones are used in educational institutions all over the world. It became a necessity during the lockdown period. In this unit, we will discuss using smart phones for e-services.

12.1 Objectives

The objectives of this Unit are to:

- know about the origin of smartphones
 - know the advantages of smartphones
 - know the disadvantages of smartphone
 - know to use smartphones in an effective way for e-services
 - know the value of smartphones in daily life
-

12.2 Smartphones: Advantage & Disadvantages

12.2.1 Evolution of Mobile Phones:

The necessity to use a phone while moving from one place to another gave rise to the first hand-held phone. Eric Tigerstedt, a Finnish scientist, invented a pocket size folding telephone in 1917. But after the World War II, the need for movable or portable phones was urgently felt. Many scientists all over the world tried their hands on it and there was a race among them to create the best portable telephone device. The development of phones from handsets to smartphones took many decades. It started with early zeroth-generation (0G) services which include the Bell System's Mobile Telephone Service and many advanced and improved mobile phones. In the beginning, these mobile sets had limited facilities like, it was not cellular, had only limited call facility and was not easily affordable. In 1973, the first hand-held mobile phones were used for personal service but the cost was very high. Later with the passage of time, the cost became cheaper and now some models and brands of smart phones are within the reach of even poor people.

The first ever portable mobile phone was invented by Motorola in 1983, the model was Motorola DynaTAC 8000X. It was very expensive at 4000 USD and out of reach of common people, hence it was considered a status symbol. But after two years, in 1985, Vodafone also entered the mobile phone domain. Giving tough competition to Vodafone and other phone companies, in 1989, Motorola launched a mobile with keyboard cover setting the base for further developments in the 90s with flip cover form and other facilities. But the mobiles were used in selected Government departments and were not open to the common public. A little later it was also being used in the business world. In 1991, GSM for the first time launched Orbitel TPU in the European market and in 1992 it was made accessible to the common public. It was so successful in the market that it led to mass production. It also led to the cost-effective handsets. This was a great transition and Nokia launched Nokia 1011 mobile phones in 1992.

In 1997, Siemens introduced coloured mobile though it was limited to only four colours, the model was S10. This resulted in the popularity of mobile phones and they also set the standard for other mobile producing companies. Giving them tough competition, Hagenuk launched their set, GlobalHandy which was unique in its own way as it was without an external aerial. Being inspired by them, Ericsson introduced mobiles with swappable coloured front keyboard panels. Finnish company Nokia went a step ahead and launched a collection of 'Xpress-on' which had the feature of interchangeable covers in their mobile sets, 5100 series which was basically the first stylish phones.

12.2.2 Some Leading Smartphones Companies:

Some leading international smartphones companies includes:

i) Samsung

Samsung was founded by Lee Byung Chul of South Korea and it is a South Korean multinational company based in Seoul. It is considered as the largest and the most trusted mobile brand in the world. It is also the largest producer of mobiles with the longest longevity and world-class service. Having a wide sales network, it is expanded in 74 countries. Customers are always satisfied with the services provided by Samsung and consider it user-friendly.

ii) Apple

The products of Apple are costlier than products of other companies, this is the reason it is not affordable for all smartphone users, making Apple the second in the list of mobile brands. It was founded by Steve Jobs, Steve Wozniak and Ronald Wayne, the three tech Wizard friends

in April 1976. It is an American company based in Cupertino. Users consider buying Apple products as a status symbol because of its expensive nature.

iii) Huawei

Ren Zhengfai founded Huawei in 1987. It is the world's third most popular multinational smartphone company based in China. It is a popular brand with wide-ranging facilities. Its services and products are available in more than 170 countries. They have many models which are instantly hit across the world.

iv) Xiaomi

Xiaomi is also a Chinese company and is ranked fourth in the international market in terms of smartphone companies. In 2010, Lei Jun founded Xiaomi which became very famous due to online marketing. It also had very good flash sales giving tough competition to other smartphone competition. The best part of Xiaomi is that it expanded around the world within a very short time.

v) Oppo

There are many Chinese companies in the field of mobile making and Oppo is one of them. It is the fifth largest smartphone company which was founded by Tony Chen in 2001. It is very famous in youth because of its camera quality. Oppo's sales gained momentum in 2020 with 29 million record sales because of many smartphone models. Many Chinese smartphone companies like Oppo, Vivo, OnePlus and Realme belong to one brand which is BBK Electronics.

vi) Vivo

Vivo is also one of the Chinese smartphone companies which also belong to BBK Electronics. It is the world's sixth largest company manufacturing smartphones. In 2009, Shen Wei founded Vivo which is popular among users for its high-tech stylish models. It also has a very good configuration system attracting customers. Vivo became popular during lockdown in 2020 and it also had a record sale better than Oppo and it sold 49.5 million units. It has more models than other smartphone companies.

vii) Motorola

Motorola is one of the oldest telecom companies based in America founded by Paul and Joseph in 1928. It is the seventh largest mobile brand in the world and credited with introducing cellular phones in the world. Though being the pioneer company, it also suffered heavy losses from 2007

to 2009 leading to its bifurcation into two companies; Motorola Mobility and Motorola Solutions.

viii) Lenovo

Lenovo is another Chinese smartphone company which has a wide range of products like computers, laptops, tablets and smartphones etc. In 1984, Liu Chuanzhi founded Lenovo. It also recorded a high sale during lockdown selling worldwide.

ix) LG

Lucky Goldstar is abbreviated as LG which was founded by Koo-In-hwoi in 1958. It is a multinational company based in Korea. Though its sales reached a zenith in 2020 making it ninth largest smartphone making company but due to heavy losses they have announced not to make smartphones in near future.

x) Asus

Asus was founded by Ted Hsu, M.T. Liao, Wayne Tsiah, T.H.Tung and Luca D.M. in 1989. It is a multinational electronics company based in Taiwan manufacturing products like computers, laptops and mobile. In terms of ranking, it is the tenth most popular smartphone brand in the world.

xi) Realme

Realme is a new smartphone company founded by Sky Li in 2018. Being based in China it is giving good competition to already established companies. It is also a brand of BBK Electronics. It is the eleventh most popular brand in the world. It became popular in comparatively less time because of reasonable price and user-friendly models.

xii) Tecno Mobile

Techno Mobile is also a Chinese mobile manufacturing company founded by George Zho in 2006. In terms of ranking, it is the 12th most popular mobile company though it is not so popular in India. Its popularity lies in the fact that it is considered as “most student-friendly phone”.

xiii) Sony

Sony, a Japanese multinational company ranks 13th in the list of the world’s best smartphone brands. Sony was the first brand to launch water-resistant android phones. The Xperia series launched by Sony was a great success in the smartphone segment.

xiv) ZTE

ZTE Corporation is another Chinese company manufacturing smartphones. It belongs to the state government and was founded in 1985. It is the 14th most popular mobile brand in the world which also has other services like carrier networks, telecommunications gear, software and terminals.

xv) Nokia

Some time back, Nokia was the most popular mobile brand in the world as it was the market leader with 38% market share till 2008 but now it is ranked 15th in the world. It is the oldest brand founded in 1865 by Fredrik Idestam, Leo Mechelin and Eduard Polon in Finland. Due to tough competition by many newly emerged mobile companies especially Chinese companies now it has lost the market share to other companies though it is still striving to keep pace with its competitors.

12.2.3 Smartphones as an Integral Part of Human Lives:

Smartphones have become an integral part of human lives because of all the facilities they are providing to the users. They have features like accessing all the social networking sites, websites, emails and Google. This is enabling users to perform all kinds of activities related with domestic and official lives. Now-a-days, individuals around the world depend on various apps and websites for their daily routine work. Due to paucity of time, work pressure and easy work, people tend to use various websites and apps. This helped them to save their time and the time saved due to these apps and websites are mostly used by them for other fruitful, creative and effective works or for relaxing. The most important thing which these smartphones have done is that they have brought revolution in the field of communication. Earlier with the landline phones the communication was confined to the city only. Though later, it expanded to 200 kilometres but it was not beyond that. But with the advent to mobile phones it expanded beyond states and even countries. Though earlier, STD and ISD calls were very expensive on mobile phones also but with the launching of smartphones, it has become very easy because now users can call anybody around the world through various social networking sites which only need the internet. Earlier, the internet was quite expensive but slowly it became easily affordable for all. Now even poor people can afford to use the internet.

12.2.4 Academic Benefits of Smartphone:

In India, students belonging to higher education have been using the internet in their research works through smartphones and laptop/computers for a long time. The availability to

access digital libraries, international journals and magazines through the internet has been a boon for the researchers around the world and for it. This has greatly helped in raising the standard of research because researchers are getting high quality research works while sitting at their homes. In this respect, smartphones are playing a pivotal role because not everybody can afford laptops & computers in third world and fourth world countries. In this way, the academic world has greatly benefited by smartphones. Actually, with the advent of technology higher education has benefited a lot as it has enhanced the teaching and learning experiences of both teachers and students at higher education. Smartphones are portable devices with amazing features making it an easily accessible and almost ideal device to be used by teachers and students though it has some drawbacks as well. Due to various facilities like calculator, calendar, GPS, watch, Google map, video camera, music player and above all operating system. Now they have applications for almost all kinds of things and even high storage facilities. This is the reason that they are called smartphones and day-by-day they are becoming smarter with more facilities. Some of the advantages of smartphones in education are:

- Smartphones are enhancing students in their learning process
- They are providing suggestion or counselling in terms of career and helping them to choose career as per their interests
- They are used in the field of science & technology for better processing
- Now-a-days they are used by both teachers and students all over the world
- If any individual has any clue or curiosity regarding any fact, they can easily find it out on internet through smartphones
- They are making learning easy by providing materials on every topic
- One can access books digitally on internet

12.2.5 Smartphones for E-Services (Shopping, Banking & Reservation):

In the current times, there are billions of smartphones users around the world due to the fact that smartphones are enabling users to perform various activities related to our daily lives like shopping, banking, booking cabs, reservation of train, bus and plane tickets, watching TV shows and movies, paying all kinds of bills, checking weather updates, medical help, browsing social media, as well as various other useful activities. In this way, smartphones play an indispensable role in our lives. Individuals are completely dependent on smartphones for many tasks which are making their lives easy. Now almost every individual around the world has

mobiles in their pockets and purses which they use frequently for many daily domestic and official works. This is saving time and people are able to expand their working hours or utilise the time saved for other necessary activities.

Earlier, for shopping & marketing, a person had to spend lots of time travelling which led to exhaustion and wasting of time but now any individual can buy any products while sitting at home within no time. In a similar way, when a person had some work related to the bank then for that he/she had to visit the bank which was sometime very difficult for professionals working in any sector but now due to the facilities provided by smartphones, one can just sit at home and can do any work related to the bank.

When pandemic occurred and everything went online then the business world also started using online portals. Entrepreneurs, businessmen, capitalists, industrialists around the globe, tried to do business online. Though earlier also it was used frequently but during lockdown it became necessary to take all the business online since everything was closed. For online business smartphones are more popular than computers and laptops since they are portable and lesser in weight. This is how M-commerce or Mobile commerce has developed. M-commerce is a branch of e-commerce and the difference is that for e-commerce one can use computers, laptops or other such devices but for M-commerce, all the transactions or other business activities are done by mobile phones most probably smartphones. It includes buying and selling stuff, services within or beyond the country through mobile phones, smartphones or tablets. There are various applications which help users in this regard. This has resulted in helping individuals around the world to grow their business with a quick pace of time or begin a start-up easily and we read successful stories everyday about new entrepreneurs doing business online. This M-commerce has helped users in various kinds of services like:

- Transactions through mobile
- Online air, train, bus tickets booking and boarding passes
- Purchasing digital content for example OTT platforms, online music app and other such stuffs
- All types of banking services through mobile
- Payments through apps for example Google Pay, Paytm, PhonePe
- Various services location-based
- Mobile marketing through various apps for example amazon, flipkart, snapdeal etc.

12.2.6 Changing Work Patterns and Mobile Phones:

We are living in a tech-savvy world, where we need everything at a fast pace, especially at work. Everywhere around the world in the professional field, accuracy and quickly are the two things needed for progress. These two are possible only with the help of technology and here the role of smartphones is very vital. The advent of smartphones have completely changed the scenario of workplaces around the world. Due to various facilities provided by smartphone devices, it has become an integral part of professionals around the world. Now individuals at official places cannot think of going to their workplaces without their smartphones devices. This is because they provide services like:

- Communicating anywhere around the world
- Sending and receiving emails
- Exploring websites
- Banking transactions
- Booking reservations and tickets
- Navigation facilities
- Shopping and marketing
- Selling goods
- Using social media
- Ordering foods and drinks
- Teaching and learning
- Searching jobs
- Watching news
- Playing games

12.2.7 Mobile Addiction & Cyber Crime:

Though there are many benefits of smartphones, at the same time, smartphones have many drawbacks and disadvantages. These mobile devices are basically colonizing the people's mind and they are becoming addicted to it. Mostly children are using smartphones for whole day and have becomes slaves of it. They either play games and watch videos or make videos on various social networking sites like tiktok, instagram and other applications. This is affecting

their studies a lot and making them completely dependent on devices. Moreover, too much mobile usage is leading to many mental diseases as well as weakening of eyesight.

Another big disadvantage of smartphones is the rise of cyber crimes. It is a relevant topic for discussion because cyber crimes in various forms are increasing day-by-day so it is necessary to have a knowledge of them and to counter them. Through smartphones, people indulge in various crimes related to the internet. First and foremost is the stealing of someone's private data. Other crime include, stalking ladies on various social networking sites, banking frauds, credit card frauds, voice phishing, distribution of viruses, cyber stalking, child pornography, forgery, other crime related to money. Now cybercrime has become a severe threat worldwide so it is necessary to be vigilant so that we may counter it.

There are various types of cyber crimes related to the internet which people do while using smartphones like various frauds through emails. Hackers steal personal data and misuse it, sometimes they even use other's identity for fraud. Nowadays all banking activities are done online. This has also led many fraudsters to do theft related to cards which means cyber attack. There are various cases of cyber extortion, when fraudsters have demanded money or threatened people for money. One cyber attack is ransom are attack and the other is gaming disorder.

12.2.8 How to be Vigilant to avoid Cyber crime:

While using smartphones, if we are vigilant then we can counter cyber crimes. Various methods can be used to prevent cyber crime like:

- One should always keep their software and operating system updated
- Smartphone users should install anti-virus software and keep it updated from time to time.
- Whenever we download any application, we should search complete details about it
- We should always use password to keep our mobile and application secure
- We should avoid spam emails because they are mostly sent by fraudsters
- We should never click on links which appears to be spam or from unknown websites
- One should check details about any unknown company before clicking the link about it
- If there is any kind of suspicious regarding any profile then we should directly report it
- We should use banks application very carefully and should keep an eye on our bank statements
- We should not put our complete personal details on any application or website

- Before putting our personal details on any website or application we should search for the authenticity of it.
- We should learn to deal with cyber bullies
- We should not pay attention to all the news being circulated on social media and avoid spreading them because they are rumours which becomes viral

12.2.9 Human Relations and Mobile Phones in 21st Century:

Now in the current scenario, we are living in such an age where one has become dependent on smartphones for almost everything in our daily lives. From a kid in an elementary school to a senior citizen of the society everyone uses smartphones in their daily lives. Though they are making our lives easier by providing various kinds of facilities, at the same time they are making us addicted and moving us away from our family and society. In this way, they are affecting the relationships in an individual life.

For centuries, human beings live in society and interaction is one of the basic aspects of human lives. People interact with each other to build goodwill and relationships in the society. Communication and interaction have always been an integral part of the society around the world but with the advent of mobiles human relations have been badly affected. This is so because now people mostly avoid meeting people and communicating not only in their society but also in their own family. Instead of wishing each other on festivals they prefer sending messages on whatsapp/facebook or other social networking sites. This means that now people have restricted their relationships.

People use smartphones while driving which often leads to reckless driving and accidents. Many accidents have happened due to the use of mobile phones while driving. So it is necessary not to use smartphones while driving. Kids and youth have become so addicted to it that they spend most of their time on it which is affecting their physical and mental health. Moreover they are going away from studies and knowledge. The outcome is that now students are not as knowledgeable as they were in olden days. Sometimes, rumours are being circulated through social media and they become viral so one should avoid circulating fake messages and one should not pay attention to all the news being circulated on social media and avoid spreading them because they can be harmful for the society as they can create riots.

12.3 Learning Outcomes

At the end of this Unit, you should have been able to understand the origin of smartphones, the advantages and disadvantages of smartphones, the use smartphones in an effective way for e-services, and the value of smartphones in an individual's life.

12.4 Glossary

Patent: Copyright

Replica: To extract copy of something

Mobility: The ability to move freely

Portable: Able to easily carried due to lighter weight

Consumer: One who purchase or buy

Expensive: Costly

Cellular: Consisting of cell

Vigilant: Being careful for possible danger

Longevity: Long existence

Reckless: Careless

Momentum: The quality of motion of a moving body

Viral: Photo, information or any other stuff being spread rapidly and widely on internet

Phishing: The fraudulent practice of sending email for extracting money

Pivotal: Significant

Ransomware: A type of malicious software designed to block access to a computer system until a sum of money is paid

Exhaustion: Fatigue

Colonizing: Send settlers to establish political control

Scenario: Framework

12.5 Sample Questions

12.5.1 Objective Questions:

Fill in the blanks,

1. Graham Bell invented the telephone in _____.
2. _____ invented a pocket-size folding mobile brand in the world.
3. _____ is the largest and most trusted mobile in the world.
4. Steve Jobs is one of the founders of _____.
5. In 1997, _____ introduced coloured mobiles phones.

True/False

1. The first portable mobile was invented by Nokia.
2. In 1973, the first hand-set mobile phones were used for common people.
3. Samsung is a Japanese multinational telecom company.
4. Smartphones are affecting human-relationships.
5. Smartphones have both advantages and disadvantages.

12.5.2 Short Answer Questions:

1. How are smartphones an integral part of society?
2. How are smartphones used for e-commerce?
3. Write a note on changing work patterns and mobile phones?
4. What do you mean by “mobile addiction”?
5. Write a note on human relations and mobile phones in the 21st century?

12.5.3 Long Answer Questions:

1. How have smartphones evolved?
2. What are the academic benefits of smartphones?
3. What do you mean by cyber crime? How to be vigilant to avoid cyber crime?

12.6 Suggested Learning Resources

1. Bittman, M, Brown, JE, Wajcman, J (2009) *The Mobile Phone, Perpetual Contact And Time Pressure. Work, Employment And Society* 23(4): 673–691.
2. Castells, M (2010) *The Rise of the Network Society*. 2nd Edition. Malden, MA: Blackwell.

Unit-13: (a) An extract from ‘Preface to Maulana Azad’s *India Wins Freedom*’

(b) Introduction to *The Book of Nature*: Ruskin Bond

Structure

13.0 Introduction

13.1 Objectives

13.2 (a) An extract from ‘Preface to Maulana Azad’s *India Wins Freedom*’

13.2.1 *India Wins Freedom*: About the author

13.2.2 *India Wins Freedom*: Role of Humayun Kabir as translator

13.2.3 *India Wins Freedom*: Discussion on the Preface

13.2.4 *India Wins Freedom*: Title and its significance

13.2.5 *India Wins Freedom*: Theme

13.2 (b) Introduction to *The Book of Nature*: Ruskin Bond

13.2.6 *The Book of Nature*: About the author

13.2.7 *The Book of Nature*: Title and its significance

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13.3 Learning Outcomes

13.4 Glossary

13.5 Sample Questions

13.6 Suggested Learning Resources

13.0 Introduction

This Unit is divided into two parts, the first one deals with the Preface to *India Wins Freedom* while the second one is concerned with the Introduction of *The Book of Nature*.

India Wins Freedom

First published in 1959, Maulana Abul Kalam Azad’s *India Wins Freedom* continues to influence Indians and foreigners alike for chronicling a significant chapter of India’s history, offering insights of Azad on various political issues and personalities, and introducing Azad to readers as an astute statesman and persuasive narrator. The autobiography has been reprinted several times since its first publication, and its complete version began appearing from 1988 onwards. In our quest to understand Preface of the book in the first part of this Unit, we shall not

only try to find out the rationale for the autobiography but also explore India's Maulana as a visionary leader, the role of Humayun Kabir, the title of the book and the message it conveys.

The Book of Nature

Ruskin Bond's *The Book of Nature* is a collection of stories published for the first time in 2004. The Anglo-Indian writer not only reveals his relation with nature but celebrates the wonder and beauty of nature. His stories bring out beauty of the Himalayan foothills, the cities and small towns that he himself experienced firsthand. In these stories, the readers can find the first shower of the monsoon, leopards padding down the lanes of Mussoorie, the chorus of insects, ancient banyan trees, the cosmos flower, among other wonders of nature. In the first part of this Unit, we shall discuss the Introduction while also exploring the title and theme of the book.

13.1 Objectives

The objectives of this Unit are as follows:

- to introduce the author and the translator of *India Wins Freedom*
- to discuss Preface to *India Wins Freedom*
- to explain the title and theme of *India Wins Freedom*
- to introduce the author of *The Book of Nature*
- to discuss Introduction to *The Book of Nature*
- to explain the title and theme of *The Book of Nature*
- to enable learners to appreciate both Azad and Bond.

13.2(a) An extract from 'Preface to Maulana Azad's India Wins Freedom'

13.2.1 *India Wins Freedom*: About the author

Maulana Abul Kalam Azad actively participated in India's Freedom Movement. He fought both in individual capacity and as part of the Congress against the tyrannical British rule in India since the early phase of India's struggle for Independence. He also championed the welfare of the Muslim community by enlightening them about their status and role in the society, and the need to join forces with other communities to fight against the unjust British system. His

profound sense of judgment, his courage to call a spade a spade, and his determination to fight injustice were born out of his extensive reading of literature, internalization of the Quran, companionship of scholars and revolutionaries, and comprehensive exposure of world affairs. As a man of principles and values, he always walked the talk. His peers and admirers refer to him with various honorific names like ‘Mir-e-Karwan’ (i.e. the leader) by Pandit Nehru, ‘Emperor of Learning’ by Gandhiji, and ‘Imam-ul-Hind’ (i.e. the leader of India) and ‘Maulana’ (i.e. learned man) by general masses. Each of these names signify his unprecedented contribution to public life during colonial period in India and after the Independence.

His personality has two sides: he was an erudite scholar of Islam and a visionary politician. His leadership is an epitome of the unification of these two sides. He guides the community for a political uprising through thought and expression rooted in Islamic teachings. Consequently, his means of communication—Urdu journals *Al-Hilal* and *Al-Balagh*—were banned by the British government one after the other. As he wanted to continue pursuing his dream of Independent India, he joined Indian National Congress (INC), headed the party as its youngest president, and spent many years behind the bar for opposing the tyrannical British rule. The words of former INC president Acharya Kriplani rightly sums up who Azad was, “Maulana Azad’s personality was great. He was not a historical personality, rather a considerable period of history was inherent in his personality.” (Datta 1990) This is one of the reasons why we need to learn about Maulana Azad, his contribution towards the Freedom Movement, the place he had among fellow freedom fighters and his lasting contribution as the first education minister of India.

His autobiography *India Wins Freedom*, gives us glimpses of some of the fateful days and encounters Maulana Azad ended up having during 1930s and 1940s, in a personal yet moving narrative. The book also sheds light on the events that led to Partition. Various other shades of his personality and his experiences come to life from the reading of numerous books written by him and about him, including *Tazkirah*, *Ghubar-e-Khatir*, *Maulana Abul Kalam Azad: Shakhshiyat, Siyasat, Paigham*, etc.

The “great man” not only lives in the hearts and minds of millions of people but also rests forever in the old city of Delhi “near the mosque, and above the level of the crowded new bazaar, a stone wall encloses a garden in which a tomb of simple dignity marks the resting place of a man born in Mecca in 1888, who died in New Delhi in 1958” (Douglas 1).

13.2.2 India Wins Freedom: Role of Humayun Kabir as translator

Maulana Azad and his followers across communities were well-aware of the fact that there was dearth of works that shed light on various aspects of his life especially in English. Though he was a polyglot, he preferred speaking and writing in Urdu as a well-thought strategy. He had mastery over Persian and Arabic, and knew enough English to understand and speak the language. As the proposal to pen his autobiography came up, he chose to narrate rather than write it himself. Maulana knew that his secretary Humayun Kabir was not only capable of transcribing and translating into English but also understands subtleties of his political views and experience. Kabir was a seasoned bureaucrat, politician and author with prior experience of working in academic institutions such as Oxford University, Calcutta University and Andhra University. He was a leader of the Peasants Party in Bengal Legislative Council and member of Parliament as part of the Congress party. He also served as an educational advisor to the Government of India, minister of Civil Aviation, and other ministries. He produced twenty books in English and Bangla on a variety of subjects, including literature, culture and politics. He also wrote novels and poetry.

In producing Maulana Azad's autobiography, Kabir humbly asserted that "my function was only to record Maulana Azad's findings." But in his efforts of transcribing and translating Maulana Azad's views, Kabir "often expressed" his "differences to him [Azad]" which were accepted at times and rejected at other times. He also highlighted one specific challenge when it came to recording oral Urdu narrative of Maulana Azad into written English. There were a few points he raised: First, "It is difficult for any man to reflect with complete accuracy the views and opinions of another." Second, "the change of one word may alter the emphasis and bring about a subtle difference in the shade of meaning." Third, "The difference in the genius of Urdu and English makes the task of interpreting Maulana Azad's thoughts still more difficult." And last, he regarded Urdu as "rich, colourful and vigorous" like any other Indian language while English "is essentially a language of understatement." Besides, if the speaker of Urdu was an expert like Maulana Azad, the translator would know his limitations. But he felt "richly rewarded" when the draft received approval of Maulana Azad. (*India Wins Freedom* xi-xiv)

13.2.3 India Wins Freedom: Discussion on the Preface

The Preface to *India Wins Freedom* was penned by Humayun Kabir on 15 March 1958 after the death of Maulana Azad, and it appeared in the first edition published in 1959 by Orient Blackswan. In the absence of Maulana Azad, Kabir finds the task of writing the preface as his “melancholy duty.” The preface, which is spread over eight paragraphs, outlines the raison d’etre of the autobiography and how Kabir not only persuaded Maulana Azad but also assisted him in bringing out the complete work. In the section below, we shall take select portions of the Preface for discussion.

Reluctance for an autobiography

In the very first paragraph, Kabir informs the readers that the idea of an autobiography of Maulana Azad was proposed by him but Azad was unwilling to write it. “He did not like to talk about his personal life and was at first reluctant to undertake the work.” However, Kabir says that he persuaded Maulana Azad for it as “one of the principal actors in the transfer of power from British to Indian hands, he owed a duty to posterity to record his reading of those memorable times.” Once Maulana Azad was convinced, his health posed another challenge. He could not take the labour of composing the draft himself with poor health, but upon assurance from Kabir that he would take care of “the actual burden of writing”, Maulana Azad made up his mind. However, the transcriber-cum-translator realizes that “the Indian people would be denied the privilege of reading his autobiography in his own words.” Notwithstanding, the autobiography “in English written under his direction would be better than no record at all”.

Read, reflect, revise

Then the translator describes how the work had been composed. The composition took about two years, and the translator spent an hour or more every evening with Maulana Azad to take notes, ask question and seek clarification wherever needed. The translator reiterates that Maulana Azad was consistent in his refusal to discuss personal matters yet discussed public matters with “utmost frankness and sincerity”. Each time a chapter is ready, Maulana Azad would read, reflect and revise before giving a final nod to Kabir. The exercise continued until a complete draft took shape in September 1957. Upon reading the draft, Maulana Azad decides to withhold various passages pertaining to certain people and issues. Finally, the first revised version appears in 1958 as per the wish of Maulana Azad. After thirty years of his death, the complete book, including the 30 pages worth content omitted earlier, appears in 1988.

13.2.4 *India Wins Freedom*: Title and its significance

The autobiography of Maulana Azad is titled *India Wins Freedom*. The three-word title, a perfect example of a standard structure of English sentence, represents the subject matter succinctly. The book tells the story of India that began its formal resistance against British rule from 1857 onwards to achieve freedom. It is narrated from Maulana Azad's point of view, and includes his personal experiences pertaining to India's gradual attainment of independence and his ideas on unity, freedom and liberty. The writer of this memoir takes its reader to place and in the time when everything was planned, discussed and negotiated pertaining to India's freedom and governance.

The book provides a realistic look at the political landscape prior to 1947. In a candid and insightful manner, it traces the events that transpired and finally led to the division. In reality, it demonstrates that politics, not religion, was to blame for the divide. It also claims that after India got independence, it did not fully realize its potential. It covers on the author's contemporaries such as Nehru, Gandhi, Patel, and Bose, as well as political hypocrisy.

India Wins Freedom begins with the Congress winning a landslide victory in elections held after the granting of provincial autonomy in 1935. The author next discusses disparities among members of Congress about the assumption of office. World War II broke out in 1939, and the Congress determined not to fight until India was granted total independence. In 1940, Azad was elected President of the Congress, a position he held until 1946. This was a vital period for India, and significant negotiations between the Congress and the British government took place during this time—the Cripps Mission, the Simla Conference, and the British Cabinet Mission. In all of these conversations, he represented India as President of the Congress. In short, the narrative outlines how India sailed through critical time when its 'fate' (i.e. Independence) was being conceptualized and materialized.

13.2.5 *India Wins Freedom*: Theme

Maulana Azad continuously strove for Hindu-Muslim unity and tried to awaken Indian Muslim community to participate in Indian freedom struggle. He was one of the towering figures of the Indian freedom movement whose devotion to the national cause and patriotism are worth emulating. He was a statesman whose situational reading of the events that led to Partition and the creation of a new state of Pakistan were stunningly accurate. He vehemently opposed the idea

of a divided India. He stands tall and resolute as one of the finest Freedom Fighters in this holy land.

Maulana Azad unequivocally proclaimed: “I am proud of being an Indian. I am part of the indivisible unity that is Indian nationality. I am indispensable to this noble edifice and without me this splendid structure is incomplete. I am an essential element, which has gone to build India. I can never surrender this claim.”

At another occasion, he said: “If an angel was to descend from the Heaven’s and from the heights of Qutab Minar announce that provided Congress abandons its policy of Hindu-Muslim unity, Swaraj would be granted in 24 hours, I would turn my back on that Swaraj. Shunning it for the cost being demanded may delay Swaraj and harm India for a short period. But abandoning our unity as a price for freedom will be lethal for all humanity.”

Through his autobiographical narrative *India Wins Freedom*, he not only shed light on his political journey but also offered new insights into many political events that culminated into the Partition. On multiple occasions, he had differences with Gandhiji, Nehru & Patel. He elaborated such incidents in detail in his book. He also wrote about Jinnah as well to expose his dual standards. He revealed the factors and characters responsible for the Partition. Among the characters were Jinnah, Mountbatten, Sardar Patel, etc. Eventually, he concluded *India Wins Freedom* with a grim note: “Thus India gained her freedom but lost her unity”.

13.2(b) Introduction to *The Book of Nature*: Ruskin Bond

13.2.6 *The Book of Nature*: About the Author

“Wherever I have lived, be it city or small town or hill station, I have always managed to find some corner where birds sing, or flowers grow, or small creatures survive.”

The Civilized Wilderness, Ruskin Bond

Born in the hilly state of Himachal Pradesh, Ruskin Bond experienced landscapes of various Indian cities and towns in his growing years. He began writing in his teens, and his first novel, *The Room on the Roof*, appeared when he was just seventeen. Besides hundreds of short stories, he has a number of novellas, essays, poems and children’s books to his credit.

Through his stories, he seems to portray the close relationship that exists between children and the world of Nature. Bond expects the whole of mankind to have that kind of

kinship with the world of Nature. He has chosen children as protagonists in his stories because children are, more often than not, instinctively drawn towards the denizens of Nature. Therefore, by portraying the interaction between children and the world of Nature, Bond hopes to persuade the future generation at least to save our ecosystem which has been very badly affected due to industrialization and technology. Bond's portrayal of the relationship between human beings and the physical world of Nature is as relevant and significant as ever.

He lived most part of his life in the lap of Nature, and produced enchanting stories for children and general readers. For his extraordinary contribution to Indian literature, he was given the Sahitya Akademi Award in 1993, the Padma Shri in 1999 and the Padma Bhushan in 2014.

13.2.7 *The Book of Nature*: Title and its significance

“Live close to nature and you will never feel lonely.” - *The Civilized Wilderness*, Ruskin Bond

Ruskin Bond's *The Book of Nature* is a collection of short stories. As the title suggests, the stories are related to Nature—trees, animals, open skies, etc. The author, who lived in beautiful hill stations of India from his childhood onwards, uses his personal experiences to describe nature in an astounding way it appeared to him.

There are eleven stories in *The Book of Nature*. They are: Grandfather's Zoo, The Civilized Wilderness, Into the Wild, Foothill to Treeline, Trees, Flowers, Rain, The Winged Ones, Big-cat Tales, Nature's Fury, and Green Notes. These stories bring to life the author's experiences in a village, the serenity of his calm surroundings and the passion in his soul.

The readers visualize leopards going down the alleys of Mussoorie after nightfall and the first monsoon rain that brings about with it the whiff of fresh life. By writing about scenarios involving the chattering of insects during the evening and sagely banyan trees, the author offers readers the opportunity to become immersed in the verdant, green fields of their minds.

Bond's lyrical style of prose succeeds in depicting the emotional and mental state of the author. His experiences with nature are lucidly presented in a mellow way, such as the time when he writes about the lone bat who gave him company through the night.

13.2.8 *The Book of Nature*: Discussion on the Introduction

The Introduction of *Book of Nature*, written by Ruskin Bond, spreads to paragraphs. We shall take select portions for the discussion below.

Painful encounter

In the very first two paragraphs, the author reveals his not-so-cherishable encounter with Nature. He dislodges a beehive unknowingly and gets attacked by a “swarm of angry bees”. As the author screams for help, his father bathes him in a “potassium permanganate” solution. This “painful one” experience teaches him that “Nature isn’t always birdsong and dew-drenched daffodils”.

Pleasant aspects

Nevertheless, the author learns about Nature’s “more pleasant” aspects. He would collect seashells, feed turkeys, wander through tall flowers, watch buffaloes being washed at the lake. He becomes more aware of Nature through his reading of children and animal stories from the Western and Indian literature. For example, he reads *Jataka* and *Panchatantra* stories.

Nature in modern stories

The author reveals that the literature he benefited from until turning fifteen has become “rare today”. He notices that modern works are “preoccupied with urban backgrounds and concerns. So, he wishes for writers like Thoreau in modern times to write about Nature. He submits that he has done his “best to follow in their footsteps—observing and recording the natural life around me, and working it into my stories, essays and poems.”

Nature writings

The present book, according to the author, is a selection of “Nature writings” that were produced in five decades. He does not wish the book to be called “a book of natural history”. Instead he prefers it be seen as “a record of my relationship with the natural world”. This relationship, he says, grew in forty years of life in the hills. When asked if he would call Nature as his religion, he responds in negative and argues that nature does not promise afterlife, etc. On the contrary, he proclaims, “Nature is a reward in itself.” In fact, nature must be “appreciated”, “understood”, and “lived and loved”. He remarks that humans take the natural things around us “for granted”.

Nature gives, takes away, gives again

The author observes that human beings misuse the nature’s generosity at times. Consequently, nature turns hostile towards us and “unleashes forces that overwhelm us—earthquake, tidal wave, typhoon, flood, drought.” Later, Nature “settles down again and resumes its generous ways”. This continues. “Nature gives. And takes away. And *gives again*.”

13.2.9 *The Book of Nature*: Theme

Ruskin Bond is aware that man is essentially a product of the environment and as such it is difficult for him to survive without interaction with the environment. Bond says, "Living in the hills, or near the great forests, or near the sea, does of course make it easier to engage with the natural world..." Nature is the predominant character in the narratives of Bond and he has established a close relationship with all these components in nature and communicates with them in a unique way by using his simple inimitable language.

Since his childhood, trees have played a significant role in Ruskin Bond's life. Later in his short stories, the majesty of the banyan, the sacred peepal, the neem, the sal, the deodar, the pines, and the shisham return. The trees stand guard over his daily activities. Bond regards trees as the "guardians of his conscience." He lives and works under the watchful eye of the trees that are generous but strict. Bond believes that trees used to walk around like people until a spell was put on them and they were rooted in one place. He looks forward to the day when trees can once again stroll freely. This is clearly a metaphor for the Himalayan region's relentless harming of trees. Bond argues that trees are crucial to forest-dwelling birds and animals, as well as humans, for fruit and timber, drawing rain, avoiding soil erosion, and keeping the desert at bay.

Bond himself says that he has done his best to follow in the footsteps of Henry David Thoreau, Richard Jefferies, H. E. Bates and so on. Like them, he also observes and records the natural life around him and works it into his stories, essays and poems.

Bond's relationship with the world of Nature right from his childhood grew stronger and more meaningful in the hills. He does not look upon Nature as his religion: "It would be presumptuous," says he, "to say so". He appreciates Nature, tries to understand her besides making his readers follow her unerring path. Just as Nature renews herself every now and then, human beings must also periodically renew themselves. Nature's sympathy can be felt if man tries to be one with her. Bond believes that the whole world represents a dynamic web of relations and consciousness is an essential aspect of the universe. Just as human beings communicate with one another, so do the objects of Nature. He prefers a loving touch to any appreciation of Nature from a distance. He says, "I was barefooted not because I couldn't afford shoes, but because I felt free with my feet bare because I liked the feel of warm stones and cool grass".

Similarly, pollution caused by noise and petroleum products such as diesel, petrol, come up for sharp criticism in the *Book of Nature*: "The blare of a truck's horn reminds me that I am still lingering on the main road leading out of the hill station. A cloud of dust and a blast of diesel fumes are further indications that reality takes many different forms, assailing all my senses all at once! Even my commelina seems to shrink from the onslaught. But, as long as it is still there I take heart and leave the highway for a lesser road". He is concerned about deforestation and makes his readers ponder over the matter that humans cannot exist without trees. If we keep cutting trees without planting, as we are doing, the country will soon become a vast desert.

13.3 Learning Outcomes

After studying the Unit, you are expected to:

- become familiar with both Maulana Azad and Ruskin Bond as writers.
- appreciate the role of translator of *India Wins Freedom*.
- understand the significance of the titles *India Wins Freedom* and *Book of Nature*.
- discuss themes of *India Wins Freedom* and *Book of Nature*.

13.4 Glossary

Acquiesce: To accept something without really agreeing with it.

Chronicling: Make a historical record

Astute: Marked by practical hardheaded intelligence

Dearth: An acute insufficiency

Persuasive: Intended or having the power to induce action or belief

Raison d'etre: The purpose that justifies a thing's existence

Reluctant: Unwillingness to do something contrary to your custom

Reiterates: To say, state, or perform again

Succinctly: With concise and precise brevity; to the point

13.5 Sample Questions

13.5.1 Objective Questions:

1. Who persuaded Maulana Azad to write his autobiography *Indian Wins Freedom*?
 - (a) Hakim Ajmal Khan
 - (b) Humayun Kabir
 - (c) Jawaharlal Nehru
 - (d) Mahatma Gandhi
2. When was the first edition of *India Wins Freedom* published?
 - (a) 1888
 - (b) 1988
 - (c) 1978
 - (d) 1998
3. Preface to *India Wins Freedom* was penned by Humayun Kabir on _____.
 - (a) 15 March 1958
 - (b) 11 November 1888
 - (c) 22 February 1958
 - (d) 15 March 1988
4. Who gave the honorific title 'Emperor of Learning' to Maulana Azad?
 - (a) Jawaharlal Nehru
 - (b) Mahatma Gandhi
 - (c) Sir Syed Ahmed Khan
 - (d) Rabindranath Tagore
5. Maulana Azad liked, lived and wrote about the theme of _____.
 - (a) India-Pak Relations
 - (b) Hindu-Muslim Unity
 - (c) Congress-League
 - (d) Nehru-Patel
6. How many stories are there in *The Book of Nature*?
 - (a) 9
 - (b) 10
 - (c) 11
 - (d) 13
7. Ruskin Bond says, "Nature is a _____ in itself"?
 - (a) Curse
 - (b) Boon
 - (c) Bane
 - (d) Reward
8. *Book of Nature* does NOT mention this.
 - (a) Banyan Tree
 - (b) Squirrel
 - (c) Grandfather
 - (d) Grandmother
9. Ruskin Bond was given Sahitya Akademi Award in the year _____.
 - (a) 1993
 - (b) 1991
 - (c) 1985
 - (d) 1995
10. Ruskin Bond did NOT read works of this writer until he was a teenager?

(a) Thoreau

(b) Richard Jefferies

(c) H.E. Bates

(d) Maya Angelou

13.5.2 Short Answer Questions:

1. Comment on the title *India Wins Freedom*.
2. Write a note on the translator of *India Wins Freedom*.
3. Briefly discuss Ruskin Bond as a writer of nature.
4. Bring out the significance of the title *Book of Nature*.
5. Discuss 'Introduction' to *Book of Nature*.

13.5.3 Long Answer Questions:

1. Discuss the significance of Preface to *India Wins Freedom*.
2. Comment on the relationship between Ruskin Bond and Nature in the light of works prescribed in our syllabus.
3. Maulana Azad and Ruskin Bond were accomplished writers. Illustrate.

13.6 Suggested Learning Resources

1. Azad, Abul Kalam. (2009) *India Wins Freedom*. Orient BlackSwan Private Limited.
2. Douglas, Ian Henderson. (1988) *Abul Kalam Azad: An Intellectual and religious biography*. Oxford University Press.
3. Malsiyani, A. *Abul Kalam Azad*. (1976.) Publications Division, Ministry of Information and Broadcasting, Govt. of India.
4. Hameed, Syeda Saiyidain, (1990) editor. *India's Maulana*. Indian Council for Cultural Relations & Vikas Publishing House Pvt. Ltd.
5. Bond, Ruskin. (2008)*Ruskin Bond's Book of Nature*. Penguin Books India.

Unit-14: (a) Frost: “Stopping by Woods on a Snowy Evening” (b) Maya Angelou: “I Know Why the Caged Bird Sings”

Structure

14.0 Introduction

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14.2 Life and Poetic Thought of Robert Frost

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14.6 Suggested Learning Resources

14.0 Introduction

Since its onward journey in the beginning of seventeenth century, American literature has produced a galaxy of creative writers across the genres. The canonically well established and critically well acclaimed poets among many others may be enumerated as: Walt Whitman, Emily Dickinson, Robert Frost, Charles Bukowski, E.E. Cummings, Sylvia Plath, Langston Hughes, Maya Angelou, Wallace Stevens and so on. All these poets, like other literary writers, reflect the shifting reality of American socio-cultural set up and the psychological mysteries and motivation of the people at different points of time. The philosophical, mystical, religious, social, political, economic, domestic and individual subject matters reverberate the space of American poetry. It mirrors the life in totality with almost all colours and dimensions. The American poetry not only provide a robust social and political critique of external world, but peeps into interior of man. It postulates that the welfare and well-being of life rests on developed social structure and its mentally balanced people.

Moreover, the American poets are innovative and maverick in their approach both in the content and style of poetry. They are less concerned about the technicalities of art and more conscious about their role and obligations towards society. They educate about the problems and suggest their solution. Right from Whitman and Dickinson, free verse and rhymeless poetry has been written profusely in order to give vent to the complex psyche and difficult thoughts in a natural and comprehensive manner. Unconventional use of metaphor and juxtaposition are hallmarks of modern American poetry. Juxtaposition is a device of comparing and contrasting concepts like: present and past; two authors; any two ideas of opposite nature. Fragmentation, allusion and intertextuality are other singular characteristics of the contemporary American poetry. These novel techniques assist the poets to create a likeness between content and reality- social and psychological. Besides, the dominant and omnipresent themes in the American poetry can be identified in the form of: America as a civilization with inherent attributes like freedom, democracy, opportunity, prosperity and ingenuity; and ideas like excessive materialism, vulgarity, immorality, corruption, hypocrisy and hegemony are all detrimental for goodness of life. Family relations, individual *viz-a-viz* society, life and death, love and sex are all well poetized subjects in American poetry. Nature with its multiple connotations, the idea of ‘self’, concepts of ‘time and change’ are written upon overwhelmingly by the writers to add the philosophical dimension to the poetic art. Therefore, from spiritualism to materialism, from individual psyche to social reality, from life to death, from concept of time to its power to change reality have been exploited to analyze life- its origin, nature, purpose, needs and ultimate realization. Thus, the objective of literature is accomplished as an expression of life.

14.1 Objectives

The Objectives of this Unit are:

- to familiarize you with the life, time and poetic art of Robert Frost and Maya Angelou.
- to introduce you to thematic domains and poetic styles of the two concerned poets.
- to highlight the main themes and poetic style used by poet in “Stopping by Woods on a Snowy Evening”.
- to analyze the subject matter and stylish form of “I Know Why the Caged Bird Sings”.
- to project the place and significance of the two poets in American poetry

- to develop an overall awareness about American Poetry.

14.2 Life and Poetic Thoughts of Robert Frost

Robert Lee Frost (1874-1963) is comparatively as important poet in American literature as William Wordsworth in English literature. Frost is well known for his candid and lucid depiction of rural life. He had a commendable authority on colloquial language and had composed multiple poems portraying ordinary people engaged in the ordinary affairs of life. Frost's fascination lies in his art of blending simple subject matter and style with the undercurrent of profound philosophical meanings. His work made him very popular in the literary circle across the globe. He is the recipient of four Pulitzer Prizes for poetry which is a record. As a son of journalist, William Prescott Frost Jr., he began his poetic career during his school days. After leaving school, he tried many jobs but found no satisfaction anywhere at all. He immediately realized that writing poetry could only satisfy his senses, and became a full-time poet. Within no time, he made his space in the field with his creative genius. As a teacher, he also remained successful, and worked in many prestigious institutions including Amherst College and the University of Michigan. As an poetic artist, his greatness lies in his sincerity and skill of portraying rural life with utmost realistic manner. His dramatic mode, colloquial language and verisimilitude are globally admired and critically acclaimed. Besides, Pulitzers, Frost also bagged Congressional Gold Medal and the Edward McDowell Medal for his poetic legacy he left behind.

Frost's poetic world may be described as miscellaneous and multifarious in terms of themes, situations, and styles. He is truly versatile. His work gives a panoramic view of American life. His poetry is an attempt to offer maximum in a minimal manner. The main thematic domains of Robert Frost may be named as:

- a) **Human Imperfection:-** the sense of human weakness is felt frequently in his poems. The plight of man as a limited being and with limited faculties to comprehend the mysterious meanings of the vast universe is experienced in Frost. "Neither Out Far Nor In Deep" displays man's limitation in relation to overwhelming universe. "Stopping by Woods on a Snowy Evening" depicts a feeling of an incomprehensible and indefinite charm of the universe. His characters are aware of the difference between actual and ideal as in "The Death of a Hired Man". "After

Apple Picking” shows man setting out on his work with great expectations, yet experiences disillusionment. However, on some occasions, Frost hints at that man can transcend his helplessness in his mind and imagination.

- b) **Man’s Estrangement and Alienation:-** At many places in his poetry, Frost gives a notion that man is essentially alone. In “Desert Places” he writes: ‘the loneliness includes me unawares’. Frost shows more concern for man’s existential predicament rather than for cultural ethos of New England. His image of New England is just ‘an agrarian society within an urbanized world’. In “Home Burial”, the woman suffers from a horrific sense of self alienation as well as estrangement from her environment. Thus, it can be deduced that Frost deliberates on alienation within, and estrangement without.
- c) **Idea of Extinction and Death:-** Robert Frost often uses ‘sleep’ as a metaphor for death. “Fir and Ice” constructs a theme of destruction by showing excess of desire. In “After Apple Picking”, “An Old Man’s Winter Night” and “Stopping by Woods on a Snowy Evening”, there are clear references to death. The life of every man is pathetic as it ultimately dwindles into death. The poet merges three major themes- man’s isolation, extinction, and limitation in his mysterious poem “Directive”.
- d) **Self Discovery and Affirmation:-** It is not only isolation and weakness of man that occupy the vast fabric of Frost’s poetry, but the strong will of individual to make most of the situations is also emphatically projected. Though having innate limitations, yet man has capacity to explore new things and seek knowledge and truth. Frost gives a feeling that one should learn to accept reality and imperfections in the scheme of things. He advocates the stoical will to face misery and hardships as seen in “West Running Broke”. The phrases ‘the promises to keep’ and ‘miles to go before I sleep’ inspire a man to display determined action in the face of mysterious and ungauged situations.
- e) **Love:-** the emotion of love is ultimate force to overcome the big challenges of life like isolation, alienation, helplessness and need. Frost depicts love between man and woman, and love between two friends. When this dwindles, the life becomes miserable and unbearable. It is also love that brings man and the creator closer. “Two Tramps in Mud Time” makes one realize that need and love ought not to be separated.
- f) **Theme of Barrier:-** The man in Frost’s poetry is isolated and alone due to various barriers between him and his surroundings. Therefore, an attempt is made on his part to get away with

such hurdles existing between man and the vast universe, between man and his environment and between man and man.

- g) **Nature:-** The idea of nature runs throughout Frost's Work. It is omnipresent and overwhelming. It can be seen in the shapes of mountains, trees, dark woods, pristine valleys, leaf strewn paths, blooming flowers, meandering brooks, changing seasons, alternating light and darkness in the form of day and night, and the parade of illuminating stars. Frost's Nature is simultaneously saviour as well as destroyer. He emphasizes that man's relation to Nature is both together and apart. It is friend as well as foe:

"There is much in nature against us.

But we forget

Take nature altogether since time began

Including human nature, in peace and war,

And it must be a little more in favor of man,

Say a fraction of one percent at the very least".

Robert Frost's philosophy of Nature is different from English Wordsworthian. The American poet portrays the drama of man in Nature. The English poet discerns a spiritual and emotional connection between man and Nature. Nature for Wordsworth is all living, loving, healing, soothing, and protecting. Frost once said: "I guess I am not Nature poet. I have only written two poems without human being in them".

14.2.1. Textual Analysis of "Stopping by Woods on a Snowy Evening":

The poem "Stopping by Woods on a Snowy Evening" is one of the most read and the finest pieces of Robert Frost. The poem was published in 1923 in his poetic collection *New Hampshire*. It appears that the poetic piece was inspired by observing the woods near the village probably Franconia. As per records available, the poem was composed in a one go, though it was not easy task to do so.

"Stopping by Woods on a Snowy Evening" is comprised of four beautiful stanzas of four lines each. The first, second and fourth lines of each stanza have the same rhyme pattern. The third line of each stanza anticipates the rhyme scheme of the following stanza throughout. Yet in the last stanza, all the four lines have the same rhyme. Therefore, the rhyme scheme in the poem is: aaba, bbcb, ccdc, dddd. Moreover, the poem is written in iambic tetrameter- having four stressed syllabus in each line.

On the very surface, the poem seems very lucid in its language and the content, yet it has profound substantial meaning in its compact structure. The special rhyme scheme suits its theme. The poem has high potential so far as its literary devices like images, alliteration and personification are concerned. The poem has an allegorical connotation also. Its simplicity, sophistication and substance are critically appreciated by the readers and critics.

Stanza-I

“Whose woods these are I think I know.
His house is in the village, though:
He will not see me stopping here
To watch his woods fill up with snow.”

The speaker of the poem, most likely Frost himself on the horse halts by some woods en route one evening. He reveals that he is familiar with the owner of the woods living in the village. He feels somewhat relaxed that the owner would not see him stopping there enjoying the scene. Therefore, he can remain there for sometime to amuse himself in the enthralling beauty of the snow capped woods and its surroundings.

Stanza-II

“My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.”

Here in this part, the narrator asserts that his little dear horse would probably think it queer or strange to stall there amid the woods and the frozen lake in a dark night. The horse is generally used to stop near some farmhouse or barn. The speaker deems as a humble and loving person have tremendous love for the horse: “My little horse”. He attributes the horse with thought process. The ‘frozen lake’ and ‘darkest evening’ suggest the cold weather and long night possibly the days of December.

Stanza-III

“He gives his harness bells a shake

To ask if there is some mistake.
The only other sounds the sweep
Of easy wind and downy flake.”

In this part of the poem, it seems that the horse asks his master the reason for stopping there unusually in the snowy darkness by shaking its head. He thinks if the narrator has mistaken the place for some other spot. The poet here employs the sound imagery- the sound of horse's bell, of slow moving wind and of shaky snowflakes.

Stanza-IV

“The woods are lovely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep.
And miles to go before I sleep.”

This closing stanza is very popular and quotable one. It uses three qualifying words- lovely, dark and deep to describe the scene. The poet intends to continue there to amuse himself, but cannot do so, due to the multiple responsibilities to accomplish. He has to go a long way and so cannot stay there any longer. He shows the urgency of fulfilling the promises and obligations by repeating the last line. Here the allegory steps in: ‘sleep’ may imply ‘death’. In real life, one is bound to perform many tasks of more importance than just to entertaining oneself with the beauty of nature. The woods is a symbol of ‘destruction’ or ‘temptation’ in journey of one's life. One should never yield to such temptation, but proceed towards the realization of ultimate goals. One must fulfill his obligations before eternal sleep- death.

14.2.2 Critical Appreciation of “Stopping by Woods on a Snowy Evening”:

“Stopping by Woods on a Snowy Evening” is a robustly didactic poem. It is full of striking visual and auditory imagery. It is also symbolic and allegorical in nature. The beautiful, bright, and snow covered scene appeals to the narrator. The horse, though the symbol of rustic common sense reminds the speaker his moral duty to leave the spot and accomplish the bigger promises of life. In comparison to other poems of frost, this piece is simple in appearance but profound in symbolism. The time, place and scene with snowy blanket, serene and enchanting dark woods are all symbolic in nature.

The woods and its owner seem familiar to the narrator. The feeling of the speaker that the master of woods would not return at this time of severe cold and dark night to see his intrusion in the land provides him a major respite. The owner prefers to stay at home safely and comfortably on a snowy night rather than enjoy the beautiful scene of nature. In the very opening stanza, the poet creates an appreciable balance between the human world and this overwhelming fantasy. The poet seems to soothe his chaotic mind by solacing in the sublime woods and retiring to the place of absolute solitude. The imagery of the dark night, white snow, and remote setting are all suggestive of meditative and pensive mood of the poet. As he is completely absorbed in experiencing the mysterious beauty of the woods, the sound of harness bell of the horse warns the speaker of his negligence. This warning compels the narrator to leave the spot and proceed ahead in the journey of life. This journey stands for the journey of life, and the woods signify the distraction or temptation playing a digressive role in one's life. The narrator is reminded by the horse to fulfill his promises and expectations of life. So he leaves the place in order to shoulder the responsibilities:

“And miles to go before I sleep.

And miles to go before I sleep”.

These two concluding lines are loaded with philosophical meaning and symbolic tone. The word ‘sleep’ symbolizes death, final respite from the mundane and materialistic world. The narrator feels the need to accomplish the duties in this perishable life before entering the imperishable ideal world. The last stanza of the poem has found the place in many eulogies of great people due to immense meaning and philosophy of life and death. At the death of American President John F. Kennedy, an extract from this poem was recited and broadcast. At the death of Canadian former prime minister Pierre Trudeau, his son recited this last stanza in a rephrased version: “The woods are lovely, dark and deep, he has kept his promises and earned his sleep”. India's first premier Pandit Jawaharlal Nehru also placed this concluding stanza on his table and used to read and recite it frequently.

14.2.3 Life and Poetic World of Maya Angelou:

Born as Marguerite Annie Johnson (1928-2014), Maya Angelou is an African-American writer, feminist and civil rights activist. Maya Angelou had written seven volumes of autobiography with distinct titles for each one, and the maiden one is titled *I know why the Caged Bird Sings* (1969). She also published three collection of essays and several books of

poetry. She has a number of plays, movies and television shows to her credit. Due to this all, she was conferred upon a dozens of awards and honorary degrees.

Though popularly known as an autobiographer, Maya Angelou is also a versatile and acclaimed poet in American poetry. She is described “the black women’s laureate”, and her poetry has been looked upon as a voice and songs of African American people. Angelou studied poetry and learned art of writing at the very early age. As a writer, she used poetry and other writings just like tool to cope with the racial and social injustice. As herself undergone the traumatic experience of rape by her mother’s boyfriend at the age of eight, Angelou candidly describes the event in her autobiographical prose work- *I Know Why the Caged Bird Sings*. According to Yasmin Y. Degout that literature affected her sensibility as a poet and artist she grew, “especially the liberating discourse that would evolve in her own poetic canon”.

Maya Angelou’s poems have been appreciated for its projection of Black identity and beauty, the discrimination of women, and the human competency. Her criticism on the Vietnam War and her pressing demand for social justice are highly lauded in literary circles. The work *Just Give me a Cool Drink of Water ’fore I Diie* (1972) was named for a Pulitzer Prize in 1972. Regarding it, Caral Neubauer writes in *Southern Women Writers* “the first twenty poems describe the whole gamut of love, from the first moment of passionate discovery to the first suspicion of painful loss”. Moreover, in other poems, “Angelou turns her attention to the lives of black people in America from the time of slavery to the rebellion in 1960s. Her themes deal broadly with the painful anguish suffered by black forced into submission, with guilt over accepting too much, and with protest and basic survival.”

Angelou’s poetry has strengthened and graced from her performance of it. She used to read and recite her poems before huge gatherings and crowds. Her poetry can be linked and likened to African oral conventions viz slave narratives and choral songs, especially in her use of personal narratives and her focus on individual responses to hardship, distress, oppression and loss. Besides, she deliberates on issues like race and sex on a bigger social and psychological scale. Angelou while defining her poetic art said: “Once I got into it I realized I was following a tradition established by Frederick Douglass- the slave narrative- speaking in the first person plural, always saying I meaning ‘we’. And what a responsibility. Try to work with that form, the autobiographical mode, to change it, to make it bigger, richer, finer, and more inclusive in the twentieth century has been a great challenge to me”.

Despite being prolific and versatile in the domain of poetry, several critics look upon Maya Angelou's prose more significant. Though all her works have been popularly read and become best sellers, yet her poetry has not been deemed serious and substantial. Her poetry had proved more efficacious and effective when it was recited and performed before public. This performative, verbal and popular aspect has been held responsible for the lack of critical appreciation and recognition of her poetry. But Zofia Burr has given a countered argument to such detractors by saying that they do not consider Angelou's larger purposes in her poetry: "to be representative rather than individual, authoritative rather than confessional". The poetic works of Maya Angelou are:

- I. *Just Give me a Cool Drink of Water 'fore I Diiie* (1971)
- II. *Oh Pray My Wings are Gonna Fit me Well* (1975)
- III. *And Still I Rise* (1978)
- IV. *Shaker, Why Don't You Sing* (1983)
- V. *Poems* (1986)
- VI. *Now Sheba Sings a Song* (1987)
- VII. *I Shall not be Moved* (1990)
- VIII. *On the Pulse of Morning* (1993)
- IX. *The Complete Collected Poems of Maya Angelou* (1994)
- X. *Phenomenal Woman: Four Poems Celebrating Women* (1995)
- XI. *Brave and Startling Truth* (1995)

14.2.4 Textual Interpretation of "I Know Why the Caged Bird Sings"

The poem "I Know Why the Caged Bird Sings" is written in free verse by Maya Angelou, the African-American poet. Though the poem has no visible rhyme scheme, yet it gives the feeling of rhyme with its crafty consonance. The poet engages the attention of the readers through enjambment in a natural way. The poem is divided into six stanzas which are just like six broken sentences. These stanzas give the state of two birds through juxtaposition. The 'free bird' flies, swings and claims the open sky. While as the 'caged bird' is motionless in his "bar of rage". The opening stanzas especially first and fourth present the free bird enjoying freedom. The rest of the poem centers on the plight of jailed bird. The lamentable condition of the imprisoned bird is emphasized more when compared with that of free one. In order to comprehend the poem clearly and completely, the following textual interpretations is given below:

Stanza-I

“The free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wings
in the orange sun rays
and dares to claim the sky”.

This opening stanza presents a bird riding ‘on the back of the wind’. The expression displays the complete freedom of the bird. It flies about and glides freely through the air above. It wavers in the wind and moves downwards where the flow of the air is calm. It vanishes in the flood of orange sunlight by flying far away in the sky. The bird looks completely confident and clear in his mind. It is freely moving here and there without any barrier. It is as if that the whole sky belongs to it.

Stanza-II

“But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.”

In this stanza, the reader gets a glimpse of ‘caged bird’. It cannot go about due to narrow space and his cage is metaphorically defined as ‘rage’. It seems to onlookers an angry and irritated. It wishes to go out and be free, but cannot. The caged bird can do nothing to overcome its plight. “His wings are clipped” signify that its right of freedom is snatched. Wings are linked with flying and freedom of a bird. Its feet are also tied. This stanza gives the idea of alienation and despondency of the bird. “He opens his throat to sing” anticipates his hope of freedom somewhere in the future.

Stanza-III

“The caged bird sings
with fearful trill
of the things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.”

This section shows that the caged bird sings with wavering and fearful voice. He yearns for freedom and flight. He dreams of something new which he cannot have. He only expresses hope in its suppression. It does not know what freedom actually is as he never enjoyed it. Its striving can be noticed from distant places where it encourages others to think of freedom. His voice denotes hope, freedom and inspiration rather than despair, defeat and disappointment.

Stanza-IV

“The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own.”

In these lines, the poet tells again about free bird delighting in his freedom. It experiences easeful flight amid the favourable wind that blows through the boughs of trees. He enjoys the soothing sound of trees produced when the current of air touches the leaves. The scene also suggests the wish of tree to move away from their permanent standstill like position. The free bird imagines of the fat worms as his food. He uses everything- wind and water as per his whim. It is as if all is meant for him. He considers the vast sky his own home. This sky is symbol of universe in the poem.

Stanza-V

“But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream

his wings are clipped and his feet are tied
so he opens his throat to sing.”

On the contrary, the caged bird cannot fly in the sky open for free one. He is captive and a prisoner. His dreams are at the brink of unfulfilling state. He can hardly think of freedom and open air. His “shadow shouts on a nightmare scream”. His condition is pathetic and worse than nightmare. His limbs are either trimmed or tied. He can only sing in a fearful voice to express its distress. The caged bird muster up his courage to overcome adversities, but it is all seeming vain.

Stanza-VI

“The caged bird sings
with fearful trill
of the things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.”

This last stanza is a refrain, or a complete repetition of the third stanza. It highlights the robust willpower of the subdued bird to keep singing about freedom. The singing also signifies the agitation on the part of the bird. Though his wings are clipped and feet fastened, yet the throat is not choked. Through this repetition, the poet underlines the idea to keep raising voice against discrimination, injustice and oppression. The weaker should never surrender before stranger whatsoever the situation may be.

14.2.5 Thematic Evaluation of “I Know Why the Caged Bird Sings”:

The poem “I Know Why the Caged Bird Sings” or “Caged Bird” as it is also called can be read as a expression of social difference and injustice. It is a voice demanding freedom, equality and justice for all irrespective of class, gender, and race. Maya Angelou depicts the discrimination of justice prevalent in America of her times through the metaphorical images of two birds. This double standard and social segregation is deep rooted between African-American community and its counterpart- white American. Through the juxtaposition of a ‘caged bird’ and a ‘free bird’, Maya Angelou illustrates strikingly the nature of freedom and captivity. Moreover,

the poem can be interpreted as the poet's individual revelation of her observations and experiences. Maya Angelou can be looked upon as a caged bird deprived of actual freedom. This feeling of captivity and deprivation is emphasized by the repetition of the third stanza in the form of last section. Metaphorically, the poet compares the caged bird to African-Americans struggling for racial equality and social justice as ostensibly witnessed at the time of Civil Rights Movement.

The resilience of caged bird seen in its repeated song of freedom is another big idea of the poem. The singing of an imprisoned bird is paradoxical in nature also. Though it knows its cage only, yet it persistently yearns for unknown space and things. So the song of the caged bird may be taken for some kind of freedom. While the prison bird cannot physically fly out of its cage, still the voice travels through the same atmosphere reverberating with the flight and freedom of free bird. Therefore, this longing for unseen world on the part of the caged bird displays his resilience in the confinement. Allegorically and broadly speaking, the caged bird's strength to overcome the hardships denotes perseverance and determination of Black African-American people who are steadfast even in deprivation, oppression and suppression.

14.3 Learning Outcomes

At the end of this Unit, you should have a thorough and comprehensive view about the two major poets of American poetry. Besides the textual analysis and critical evaluation of the two selected poems, an effort has been made to provide an overall poetic thought and principal motivation of Robert Frost and Maya Angelou. Moreover, the introductory section of this unit would certainly reflect the essence and outlook of American poetry with main substances and popular styles.

14.4 Glossary

Allegory: A symbolic representation which may be analyzed to show a implicit meaning, usually an ethical or political one.

Alienation: The state of being alienated; emotional isolation.

Allusion: A roundabout expression of somebody or something supposed to be known, but not explicitly mentioned.

Canon: The works of a writer that have been accepted as authentic and original.

Confessional: Pertaining to something openly admitted or expressed especially something bad or negative.

Connotation: A meaning of a word or phrase that is suggested or implied, as opposed to a denotative meaning.

Despondency: The state or condition of hopelessness and depression.

Disillusionment: Disappointment, akin to depression. Despair.

Enjambment: A method in poetry whereby a line is carried over to the next line without pause.

Estrangement: The act of estranging or the act of alienating.

Fraction: A segment of a whole, especially a comparatively small part.

Fragmentation: The act of breaking into pieces or parts or something fragmented; disintegration.

Free Verse: Verse without rhyme and a definite line length.

Iambic: Consisting of iambs metrical feet with an unstressed-stressed pattern.

Ingenuity: The skill to solve difficult problems, often in original and inventive ways.

Juxtaposition: Two or more contrasting sounds, colours, styles placed together for stylistic effect.

Minimal: Known by its simple form, shape and structure.

Miscellaneous: Consisting of a variety of ingredients or parts, having diverse characteristics, abilities.

Multifarious: Having great diversity or variety; of various kinds.

Perseverance: Adherence to action regardless of discouragement, opposition or previous failure.

Predicament: An unfortunate or trying position or condition.

Resilience: The mental power to recover quickly from depression, illness.

Symbolic: Implicitly depicting or referring to another thing.

Tetrameter: A poetic metre in which each line has four feet.

Verisimilitude: The property of appearing true, of resembling reality; resemblance to reality, realism.

14.5 Sample Questions

14.5.1. Objective Questions:

1. Robert Frost was born in _____.
 - (a) 18 72
 - (b) 1874
 - (c) 1876
 - (d) 1878
2. How many Pulitzer Awards did Frost receive?
 - (a) 1
 - (b) 2
 - (c) 3
 - (d) 4
3. Which one is not related to Frost?
 - (a) Booker Prize
 - (b) Pulitzer Prize
 - (c) Congressional Gold Medal
 - (d) Edward McDowell Award
4. Who does not belong to the fold of American Poetry?
 - (a) Walt Whitman
 - (b) Emily Dickenson
 - (c) Ted Hughes
 - (d) Sylvia Plath
5. “Stopping by Woods on a Snowy Evening” is written in _____.
 - (a) Tetrameter
 - (b) Pentameter
 - (c) Heptameter
 - (d) None of the above
6. Which of the following theme is not generally seen in Frost’s poetry?
 - (a) Man’s alienation
 - (b) Man’s imperfection

- (c) Nature
 - (d) Supernatural
7. Maya Angelou was born in _____.
- (a) 1926
 - (b) 1928
 - (c) 1930
 - (d) 1932
8. Which one is true of Maya Angelou?
- (a) Writer
 - (b) Feminist
 - (c) Civil rights activist
 - (d) All of the above
9. “I Know Why the caged Bird Sings” is written in _____.
- (a) Free verse
 - (b) Blank verse
 - (c) Heroic couplet
 - (d) None of the above
10. Which idea does not define “I Know Why the caged Bird Sings”?
- (a) Social injustice
 - (b) Racial discrimination
 - (c) Resilience of weaker section
 - (d) Celebration of Natural beauty

14.5.2 Short Answer Questions:

1. What are the common themes of American poetry?
2. Write a short note on Robert Frost’s life.
3. Define ‘man’s alienation and imperfection’ as two themes of Frost’s poetry.
4. Give a short description of Maya Angelou’s life.
5. Write down the titles of five volumes of Maya Angelou’s poetry.

14.5.3 Long Answer Questions:

1. Write a detailed description of Robert Frost’s poetry.

2. Critically elaborate “Stopping by Woods on a Snowy Evening”.
3. Discuss the poetic thought of Maya Angelou.

14.6 Suggested Learning Resources

1. Bendixen, Alfred & Stephen Burt (2014) (eds.). *The Cambridge History of American Poetry*. Cambridge University Press.
2. Bagby, George F. (1990) *Frost and the Book of Nature*.
3. Lauret, Maria. (1994) *Liberating Literature: Feminist Fiction in America*. New York: Routledge Press.
4. Lupton, Mary Jane. (1998) *Maya Angelou: A Critical Companion*. Westport, Connecticut: Greenwood Press.
5. Squires, Radcliffe. (1963) *The Major Themes of Robert Frost*.

Unit - 15: *IF I WERE YOU*

Structure

15.0 Introduction

15.1 Objectives

15.2 Introduction to Drama as a Genre

15.2.1 About the Author

15.2.2 Summary

15.2.3 Theme of the Play

15.2.4 Character of Gerrard

15.2.5 Character of Intruder

15.3 Learning Outcomes

15.4 Glossary

15.5 Sample Questions

15.6 Suggestive Learning Resources

15.0 Introduction

The play *If I Were You* revolves around a dramatist namely Gerrard. The play is a melodramatic situation whereby Gerrard, the actor and writer escapes death like situation created by an intruder. The intruder intending to snatch Gerard's identification and stay on his lifestyles peacefully. Gerrard traps the intruder and jailed him in cabinet and finally hands him over to the police for further process. The play focuses on the theme of escaping a situations of danger in non violent way through the sense of keeping cool and remaining alert to the level where the opponent is confused enough to fall in the trap. The overconfidence of the intruder becomes the cause of his downfall as his overconfidence blinds him to be trapped in the web.

15.1 Objectives

The objectives of this Unit are:

- to explain the genre drama.
- to understand the characters of the play.

- to examine the theme of the play.
- to understanding the use of humour in the play.

15.2 Introduction to Drama as a Genre

The word *drama* is derived from Greek word *drama* meaning a *deed* or *act*. A drama is a genre of literature written purely for the purpose of performance in front of audience. This format is written in form of plot narrated through dialogues of characters. A drama can be comedy, written for entertainment and reformation purpose. A tragedy, as a type of drama, can be described as serious but of catastrophic nature written for the purpose of purification of emotions.

Another type of drama is farce that includes ridicule in order to generate humour and laughter. Melodrama is type of dramas that include music and elevated emotional situations to provoke the emotions of audience.

Drama as a genre is basically written for stage in order to entertain audience. While watching the story performed by actors, the situation lends real life feeling to story.

15.2.1 About the Author:

Douglas James Jardine (13 Oct. 1888 – 11 Dec. 1946) was born in Bray. He was British Colonial Administrator. He had mostly written for TV and most significantly he is known as the writer of *The Riordans*, RTE's long-strolling serial inside the Nineteen Seventies. He has on his name a number of dramas including *The Savages*, *The Ice Goddess* and *North Traffic* instantly in advance, an ironic drama of ruined urban lives. James was more famous for his administrative works besides writing the books that encompass *Memorandum on Indirect Rule and System of Management of The Natives of North Borneo 1935*, the famous play *If I Were You* and *The Manual of Cyprus 1913 and 1919*, *The Mad Mullah of Somaliland 1923*.

15.2.2 Summary- If I Were You

Gerrard was a playwright. He was getting ready to go away from his residence to supply props for a rehearsal. Just at that time, an outsider entered his home. He was having a gun. His intention was to do away with Gerard's life and stay on with his pseudo identity. The intruder had committed a felony and was wanted by police. So, he thought of taking away Gerard's

identity so that he ought to live a peaceful life. He wanted to collect all information about Gerrard before killing him so that he may copy him well afterwards. Gerrard said that he is wanted in crime as well and that if the intruder takes on his identity, still he could be taken into custody by the police. He had murdered someone and the police had proof against him. He similarly told that he turned into wearing fake moustaches and different props in order that he could disguise himself and hide from the police. He had fears that the police could visit him that night. He had placed a peer of his on the street to warn him of any risky situation. Gerrard befooled the intruder and suggested him that he may kill him if he feels Gerrard was telling a lie. At this very time the telephone rang, Gerrard stated that it was right time to leave. While the intruder did not believe all this as truth from Gerrard, he said to intruder to peep out of the door and look out for the police himself. In fact, the door was that of a cupboard. As the intruder bent his head, Gerrard pushed him into the cupboard and locked it from behind. Then he sent for the sergeant so that he can hand over the intruder to the police.

If I Were You is the tale of Gerrard a refined playwright. He has some kind of mystery surrounding him. He is an asocial, lives in a solitary cottage inside the wilds of Essex, sends and receives his tasks at the telephone and avoids meeting tradesmen physically.

The play opens with Gerrard answering a phone call that is from a patron to whom he guarantees to deliver the props for practice session. He is busy packing for travel in this connection when a flashily dressed intruder, having an overcoat and a fleecy hat and in possession of revolver in his hand enters the room. However, earlier than he can take Gerrard by way of marvel, the Intruder bumps by accident in opposition to a desk, and signals Gerrard of his presence. By no means shocked, Gerrard tries to reason out whom the Intruder is when the latter threatens him with evil results if his queries are not properly answered to. The Intruder pronounce that he isn't there to tell him approximately himself but to study greater deal about Gerrard. The Intruder, who seems somewhat like Gerrard, intends to kill Gerrard and thereafter thieves his identification. He is a thief with specialization in the robbery of jewels and intends to use Gerard's house and automobile for his schemes. With the aid of assuming his identification, he can do evasion from the police and lead a peaceful life. The Intruder surprised Gerrard by revealing to him that he has keenly watched his (Gerrard's) way of speech and has taken care to adopt a resemblance to him in appearance too. He needs to trade his identity due to the fact the cops are looking for him for having killed one of their colleagues. He also reveals to Gerrard

how he has come to have knowledge about him, and his habit of keeping far off, by means of listening to a communication between two persons.

However it is the clever Gerrard who has the ultimate pleasure whilst he fools the Intruder into believing that he, too, is escaping from the law and is about to flee. He reveals to the Intruder that sadly one of his peers has been caught by police.

He's afraid of facing a problem that night. This is why he is ready to make his escape. He has a cover outfit equipped; pseudo moustaches and other props to hide his identity.

He reveals that he has kept a peer of him on the street to call him the moment he visualizes the police.

The Intruder appears to be taken in as the phone bell rings; Gerrard tells the Intruder that it might be the phone from the Informer who was kept for this purpose. He absolutely befools the Intruder through making him take a look at for himself if the whole thing is secure outdoor before they break out. He makes him peep right into a darkish cabinet giving the influence that it ends in the garage. The instant the Intruder peeps in, Gerrard pushes him into the cabinet, knocking the revolver out of his hand.

Whilst the Intruder keeps beating on the door and shouting, "allow me out of right here!" Gerrard receives down to enterprise. Very coolly he answers a phone name, apologizing that he wouldn't be able to deliver degree props in time for rehearsal. On the identical time he requests the caller to send the sergeant to his location. All this time Gerrard guards the cabinet with the Intruder's revolver pointing towards it.

Gerrard is so inspired via this incident that he comes to a decision to apply it as the plot for his subsequent play.

If I were You: Title

If *I Were You* is a totally suitable title. It refers to the wish of Intruder who desires to take on Gerard's identity to escape the regulation. His idea of eluding the police with the aid of dwelling on a borrowed identification remains unfulfilled as he's trapped by Gerrard and outwitted earlier than he can cease Gerrard's existence expect his identity. His will of personating Gerrard comes to a halt, whilst Gerrard turns the tables round on him and puts him locked in the room. The word "If" in If I were you stays just that – mere assumption. The will of the intruder to become Gerrard remains only a will for intruder as his plans were buried by the tactics and alertness of Gerrard.

If I were You: Setting

The location of the play is a small room in the remote cottage of a writer, Vincent Charles Gerrard, living in the wilds of Essex. The cottage is isolated and quite suitable as a writing retreat for a playwright who's something of a thriller man as he isn't very social and in no way meets the tradesmen. It's also quite appropriate as a hideout for a criminal at the run. The locale is apt for the plot of the story as well as nature of the characterization. The aloofness of cottage suits the writer Gerrard as for as his profession and nature is concerned and intruder as for as his intentions are concerned.

15.2.3 Theme of the play *If I Were You*:

The subject of the play stresses on the need of keeping one's mind alert and a soft head in scenes of distress. Panic complicates situation however cool temperament can help one evade from any harsh situation with no trouble. Criminals, who mastermind most properly concept out crimes, also can be outwitted because they're frightened of the law and of arrest. Consequently, tactful making of plans and dealing with of a state of affairs can entice even 'experienced' criminals. The play teaches us that overconfidence at times mar our plans as it blinds our planning as in case of Gerrard. Keeping a cool head as done by Gerrard is always fruitful both in professional and personal life. The other theme that can be inferred from the play is that one must never take his opponent too lightly and consider him or her to be smart enough to be defeated. Intruder in his self belief was too confident of his plan and purpose and mistakenly takes Gerrard too lightly to become a wall against his planning. In the meanwhile Gerrard kept his mind cool and thwarted every ill purpose of intruder without showing any signs of fear or lack of intend. Being of a cool nature like cucumber helps Gerrard overcome all the intended ills planned by intruder without having to shed any blood or use any weapon and do his job of preserving himself along with handing the intruder to police without any harm.

Message

The play gives us the message that over-confidence of any type can result in hellish situations. We should never take our opposite too lightly. The Intruder makes the extreme error of wondering that Gerrard isn't any suit for him. Therefore, he takes it easy. The play also gives a message that coolness in situations of terror helps us to overcome it. Gerrard keeps his cool and turns the state of affairs to his gain and cleverly befools the Intruder and locks him up within the

cabinet before calling the police. The message of the play is to keep our cool in situations of horror as it can help us overcome any trouble without being hurt physically as well as mentally.

If I Were You: Humour

Even though the play is dealing with a horrible situations and a playwright was threatened by a trespasser, there is a stream of humour that runs throughout the action. The humour is neither harsh nor artificial. It is pure and artistic. Gerrard's cool-headedness and presence of mind make him come out with such witty and sarcastic comments that annoy the Intruder and amuse the audience. While the Intruder asks him to talk about himself, in place of feeling stress, he says he is joyous to have a sympathetic receptor. While the Intruder reveals his intentions of living in his cottage, Gerrard, rather than being stammered, says, "You haven't been invited". Commenting about the Intruder's outward Gerrard remarks, "You are not specifically decorative". Such humour runs at some point of the play and making it now not only a gripping drama but also an interesting one. In the seemingly horrible situation, Gerrard keeps cool and creates a web through humour to trap the intruder. In the extreme scene when intruder was about to shot Gerrard, he kept the sense of humour alive which helps him to trap intruder without creating any doubt in the mind of intruder.

15.2.4 Character of Gerrard:

Gerrard, the main character of the play, *If I Were You*, is seen as a man of multitude values. He is talented with a pointy wit, wise thinking, and a experience of humour. All these features, mixed together with his capacity to preserve a cool head enable him to address even a life threatening scenario very efficaciously and easily.

Gerrard is related to the theatre. He's a playwright who additionally acts and affords props for performs. He is asocial, lives in a solitary cottage in the wilds of Essex, and attains his orders at the phone and seldom meets the tradesmen. This is probably due to the fact he likes his solitude at the same time as his writing.

A cultured and an elegant man, Gerrard continues his cool even inside the toughest conditions. The scene of a trespasser in his room doesn't confuse him and he takes him on very much with politeness and cheerfully. His feel of humour irritates the Intruder normally. He calls the whole scene docudrama and calls himself a sympathetic victim.

Even if he's face to face with an existence-fearing scene, he keeps his mind cool and lays bait for the Intruder. He dealt with the whole situation with his opponent very wisely. He makes the Intruder believe that he, too, is a crook at the run, and they could both escape out together.

The whole act comes so naturally and spontaneously to him that the Intruder walks into his trick without any suspension. Gerrard's intelligence no longer handiest outwits the Intruder and saves his own life, but additionally facilitates the police in nabbing a desired crook. In reality, Gerrard, besides with his composed manner and nature serves as a complete opposite to villainous Intruder who is anxious and ruffled.

Gerrard lime lights as man of confidence and not over confidence like that of intruder. His ability to keep cool helps him to overcome the entire horrible situation and at the same time helps him to load his opponent behind the bars without use of any violence. He is shown as a man of intellect with coolness in nature and one who is confident of his ability as he never ,even for a second ,loses his intend of overpowering intruder without use of violence.

15.2.5 Character of the Intruder:

The Intruder is a crook on the run. His “trademark” is jewel theft. The police are on the lookout for him. So, he's searching out a secure place to cover. The devilish scoundrel makes a devilish plan to ward off the police. Bloodless blooded, as he is, he has injected a tricky plan to reap off his goal. He schemed to do away with Gerrard and take on his identification. He is smart enough and has chosen right person namely Gerrard, as he realizes he is a master of a mystery man – a reclusive – and that they're too similar in appearances and in looks. He makes a decision to use these records to his benefit.

The Intruder is a crook who has been eluding the police ever due to the fact that he killed a cop. He has no feelings of regret for the crime he has done. In truth, he is similarly sinking in the mire of criminal sports by means of killing Gerrard and stealing his identification.

The Intruder is a bungler. This might be because he is anxious and ruffled. He enters Gerrard's room without making noise, but accidentally strikes with a desk. This signals Gerrard to his presence. He, for that reason, is not capable of take him by means of surprise. In the long run, too, he goes to check out what's in reality a cupboard; however which Gerrard preaches to be the garage and is baited for jail.

The Intruder copies the Yankee manner of speaking. “Raise those paws up!” A shocked Gerrard asks him “Are you American, or is that simply a clever imitation?” This shows he both reads Crime novels and watches thrilling American films.

15.3 Learning Outcomes

The study of this Unit should have helped you to have a brief understanding of drama as a genre along with introduction to Douglas James as a writer. In this Unit an effort has been made to briefly discuss the plot, characterization, humour, setting, pathos and various thematic concerns of the play *If I Were You*. There is a brief introduction to the types of drama so that you can have better understanding of stage drama and actors.

15.4 Glossary

Intruder: A person who intrudes, mainly into a constructing with. Criminal rationale

Paws: Right here, hands

Melodramatic: Immoderate feelings than are required for the state of affairs

Inflection: A trade within the modulation of voice

Dandy: Fashionable, fashionables

Gratuitous Double: Finished without reason

To beat it: To go away straight away

Posh: Rich, showy

Pantomime: To mime or reproduction someone

Tribute: To show gratitude, appreciate or admiration for someone or some thing

Stay clear of: To avoid someone, right here, the police

Queer: Bizarre, strange

Invested in: Taken up, followed

Cloak: Cape, robe

Disguise: Supply a special appearance as a way to hide one’s identity

Muddled head: Pressured thoughts

Frame: False

Props: Matters utilized by actors to trade look

Spot of hassle: Something that reasons inconvenience or problem

Nonchalant: Not showing anxiety, hobby or enthusiasm

Gypsies: Nomads

Embody: Receive

15.6 Sample Questions

15.5.1 Objective Questions:

1. The writer of the play *If I Were You* is _____.
 - a. R. Frost
 - b. W. Wordsworth
 - c. Douglas James
 - d. M K Gandhi
2. What was Gerard's complete name?
 - a. Henry Gerrard
 - b. Peter Gerrard
 - c. Robert Gerrard
 - d. Vincent Charles Gerrard
3. The intruder was already wanted by police for _____.
 - a. Extortion
 - b. Murder
 - c. Theft
 - d. None
4. The weapon which was carried by the intruder in his hand: _____.
 - a. Knife
 - b. Gun
 - c. Revolver
 - d. Stick
5. What was intruder's specialty?
 - a. Murder
 - b. Kidnapping
 - c. Extortion
 - d. Jewel robbery
6. Who was cleverer of the two?
 - a. Intruder
 - b. Gerrard
 - c. Both
 - d. None
7. What did Gerrard do at last to the intruder?
 - a. Kill the intruder
 - b. Handed to police

- c. Leaves him free d. None of these
8. Where did Gerrard Live?
- a. In a city b. In a house
- c. Alone in cottage d. In village
9. At last sympathetic audience are words of _____.
- a. Intruder b. Gerrard
- c. Police d. None
10. What was Gerard's profession?
- a. Spy b. Soldier
- c. Playwright d. Policeman

15.5.2 Short Answer Questions:

1. What was Gerard's profession?
2. What was intruder's intention in killing Gerrard?
3. Write down a note on the humour in the play.
4. What was the real name of Gerrard?
5. How many characters are there in the play?

15.5.3 Long Answer Questions:

1. Discuss the character of Gerrard?
2. What is the theme of the play *If I Were You*?
3. Write down a detailed summary of the play?

D: Reference to context.

1: "At last a sympathetic audience"

A: Who is the speaker of these words?

B: To whom these words are addressed?

C: What is the meaning of these words?

2: "They can't hang me twice."

A: Who is the speaker?

B: To whom these words are addressed?

C: Who is "they" in this line?

3: "I said it with bullets."

A: Who is the speaker?

B: Who is being addressed?

C: What is meaning of these words?

15.6 Suggested Learning Resources

1. Innes, Christopher.(2002)*Modern British Drama*. Cambridge University Press.
2. Rusinko, Susan. (1989) *British Drama: 1950 to the Present*, Twayne Pub.
3. James, Douglas. (1931) *If I were You*. Twayne Pub.

Unit-16: Creative Writing (a Short Poem / a Short Story/ a Short Play)

“Reading maketh a full man; conference a ready man; and writing an exact man.” Francis Bacon

Structure

16.0 Introduction

16.1 Objectives

16. 2 Types of Creative Writing

16.2.1 Writing a short story.

16.2.2 Writing a poem.

16.2.3 Writing a short play.

16.2.4 Importance of creative writing.

16.3 Learning Outcomes

16.4 Glossary

16.5 Sample Questions

16.6 Suggested Learning Resources

16.0 Introduction

Let us understand that the form creative writing is different from other forms of writing as it demands innovative, inventive and new ideas in writing. This form is a break from conventional patterns at the same time beginning of new structural pattern. Imagination, creation, invention, vision, direction, power of thinking, and efforts are the key factors of creative writing. Simply, creative writing is form of artistic expression, draws on the imagination to convey meaning through the use of imagery, narrative, and drama. This is in contrast to analytic or pragmatic forms of writing. This genre involves poetry, fiction, short story, scripts, screenplay and drama. The style of an author drama and unique voice of that author is recognising creative writing. The voice an author is expected to be clear, simple, natural and consistent. Ambiguous use of language, complex sentence structure, use of unwanted words displaces the position of an

author. Further, the popularity of creative writing is depending on characters. Ex. Junior G, Shaktimaan, Betal, Alibaba etc.

The popularity and lasting o creative author lies with the popularity of character. Hence, an author should try to create character which will remember in the mind of reader for many years. In addition to character the point of view also matters. The following definitions will clarify the creative writing effectively.

“There is no adequate definition for creative writing, any more than it is possible to describe pain or flavour or colour.” Fannie Hurst

The noted psychologist of twentieth century Sigmund Freud describes creative writing as:

“A piece of creative writing, like a daydream, is a continuation of, and a substitute for, what was once the play of childhood.” Sigmund Freud.

The definition of famous American writer Nathaniel Hawthorne about writing is apt and close to the essence.

“Words so innocent and powerless as they are, standing in a dictionary, how potent for good and evil they become in the hands one who knows how to combine them.” - Nathaniel Hawthorne.

Creative writing is all about utilizing our imagination, skills, visions and thoughts to express ideas and thoughts in a way which is personal to us. In a simple way to add our own personal flavour to writing and break boundaries of traditional writing. In creative writing author gets freedom to manipulate themes, characters, plot and setting according to the personal choices and suitability of content. As its name indicates creative, creative writing goes beyond the traditional realms of normal, professional, academic and technical forms of writing. Though there is no fix definition of creative writing but it expected that creative must be original and expressive of oneself. Typically, it is an emphasis on narrative craft, focusing on elements, character development, narratives and plot, imagination, story and invention. In a way, creative writing is considered as original, inventive, creative and contemporary composition bounds by no standard conventions and whole range of elements in its craft.

16.1 Objectives

This Unit has the following key objectives:

- to identify the process of creative writing.
- to recognize the importance of creative writing.
- to comprehend the structure of creative writing.
- to acquaint students with innovative ways of writing.
- to signify the importance, structure, meaning and popularity of creative writing.

16.2 Types of Creative Writing

Creative writing encompasses a number of forms, style and genres. There are various types of creative forms comes under fiction and nonfiction. Some of the popular and prominent forms of creative writing are:

- Playwriting
- Script Writing (movie)
- Biographies
- Poetry
- Personal Essays
- Speeches
- Short Story

Salient Features of Creative Writing:

Let us make it clear that there is no fix criterion of what is good and what is bad in terms of academic taste. Though creative writing is an imaginative form but it is exploration of individual skills, creativity and inventions and Ideas. Creative writing doesn't fit one Set genre and therefore there is no umbrella definition to describe perfectly. However, with that being said there are some salient features that we can follow to make our writing effective, popular and long lasting.

Understand your Audience- This one of the foremost principle of creative writing. Unless one understands the requirements of audience, one may not able to appeal his/her writing. Therefore,

a creative writer should begin writing by plotting out exactly who they want to read their work. The fixation of target audience is the key aspect of creative writing.

Create Something Unknown - creativity is a vital point of creative writing. It's what you sets apart from other pieces of writing in obviously it doesn't your mean you bring certain ideas of totally mythical and mystic world. It simply means, use your creativity to think little outside the stream. Use of literary devices like metaphors, simile, alliteration and different sentence structure can provide a solid composition.

Write Your Known Ideas: It is often said that best stories are those which relate to one another. The stories which seems authentic and we can imagine appeal among the readers. This doesn't mean you have to write your real experiences but drawing on knowledge we have to create an impression.

Enhance Your Imagination - As it is stated earlier there is no fix structure of creative writing but at the same time imagination is the key of creative writing. Therefore, one should pull imagination to the limit to see what the end result could be. Some of the literary pieces are thought provoking raises the thinking capacity of readers.

Structural Plot-: Plot is the soul of any literary piece. If the plot is loose the artistic beauty reflects in any literary piece is unreflective. A good plot must consist good beginning, middle and end. Without the narration of exhausted atmosphere, setting If one in a lucid characters and it will receive appreciation.

Techniques of Creative Writing:

To make the writing impressive and attractive writers often employ several creative techniques and devices. The prominent techniques can be discussed as follow:

Plot Development - The preceding of your story, its climax, anti-climax, and denouement unfolds the power of storyline and your creativity. A storyline and way of linguistic compatibility enrich your creative thinking.

Dialogues: It means speeches and conversations take place amongst characters of a literary piece. The language of a character, way of speaking, use of ambiguity, use of pause, dialogue delivery creates an impression your writing.

Character Formation: The process of creating well rounded realistic character with depth, personality and clear goals motivates reader to read again. Some of the literary pieces are

recognized not by its plot but by some famous characterization. The strong multidimensional characterization often enriches the plot and story.

Point of View: The perspective from which a narrative is told recognized as point of view. It indicates the story telling and how the information has collected. The prejudice, bias and ambiguous perspectives habitually fail to create an impression amongst reader.

Literary Devices: The figure of speech such as-metaphors, alliteration, simile, hyperbole, and personification and so on make creative writing more esthetical. These can be used by an author to make writing engaging and interesting.

16.2.1 Writing a Short Story:

Short story is one the most read, write and prefer genre of literature. The convenience, freedom and choice of writing fully enjoy in the creation of short story. Most of the creative authors prefer short story as a beginning of their literary corpus. The best way to write short story is to form upon real occurrences. There are various types of short stories such as imaginative, fantasy, science fiction so on. Above all the realistic stories with the touch of imaging stream reaches the appreciation. The short stories of RK Narayan, Mark Twain, Earnest Hemingway, Jack London and O 'Henry has created everlasting impression amongst readers because of combination of reality with able imagination. While writing a creative short story the following element plays a vital role.

- Plot
- Characterization.
- Setting
- Theme

Structure of Short Story:

The short story is basically a narrative of plot in sequence to convey essence. It often: combiner imagination with reality via reality with imagination. The plot short stories must reaches climax and ends with denouement. The resolution may be happy or may not be happy. The renown American short story writer Edgar Allan Poe has stated that ‘ a good short story must have a proper beginning, middle and end. The confuse and disturb plot often creates ambiguity in the comprehension of short story.

Proper Beginning - A proper beginning of short story brings a comprehension to readers where characters meet and future is unpredictable. The development of plot reveals the layers in course of time.

Proper Middle- A middle should not be the end because plot and character should meet a crisis in the middle and that crisis resolve in the end.

Proper End- It is not expected that all ends should be happy but the end must have resolved the crisis of plot.

Things to be remembered while writing a short story:

- One gets it clear that it is a shorter form of expression hence the huge ideas should not be expressed with huge number of characters.
- Present a short life span because a single theme, event and goal can be enough to develop the plot with minimum number of characters.
- In a short story strictly avoid the involvement of multiple characters because each character open up a new dimension and your effective short story may lead to boring. As it is a shorter form of expression concise way is always better.
- Every word consists value hence do not use unnecessary words in the formation of your story. The expansion and invalid length of short story decreases the aesthetical value of artistic Form.
- Focus on central argument of your essence. The best short stories are those that follow a narrow point of view and subject line. The point of view of your short story should persist in every action and character of your short story. The narrowness with broad messages often touches to the sensation of readers. Thus, these are some basic aspects needs to be remembered while writing a short story.

16.2.2 Writing a Short Poem:

Poetry is the oldest and eternal form of literature. In every corner of the world poetry occupies a significant place. The observations, imagination, reading, desires and feeling are some seminal features of poem. As anyone can compose a poem it is a most popular form of the literature. A hundred years ago poetry was the presence of the gentry. In recent time the popularity of poets and poems reaches a noticeable place due to education, increase of reader availability of printing sources. Today, people are submitting their poems to Journals,

newspapers and magazine. Before we discuss essential components of poetry, let us discuss the major types of poems.

- Sonnet
- Ode
- Elegy
- Satire
- Ballad
- Epic
- Song
- Lyric

Like other creative forms of writing, poetry also requires some essential components to be discussed as follow:

1. Read Thoroughly and a Variety of Poems/ Poets:

The simple way to enhance your poetic skill is to read widely. A limited range of reading will not able to provide multiple perceptions. The familiarity with contemporary poets and their poems open up dimensions of expression and comprehension. The understanding of cultural nuances contemporary social and political provides a strong base for the composition of poetry. A poet is supposed to raise voices against social evil at the same time provide remedies to it. Hence, a wide reading of poems and poets provide multiple stipulations of thoughts.

2. Use of Rhyme:

A poem may appear in various forms but as a beginner poet, one can use simple diction and after the successful grip over words can play with game of words. There is much more to poetry than rhyming. Revaluation and rethinking of self use composition enhance the creativity.

3. Experiment Different Forms:

Though a poet is recognised by a type it is not supposed to write monopoly poems. Even though a type may be a source of bread and butter but a good poet must keep experiment with diverse forms. A poet must try to write short haiku poem and even longer narrative poems. A good poet should acquaint with multiple types of poetry ode, sonnet, and elegy like John Keats.

4. Explore New Poetic Ideas:

Most of the time a writer commits major blunder that stretch the traditional subjects and ideology. A reader needs inventive perspective in poetry. A good poet should look for invented ideas instead traditional discourse.

5. Simplify the Meaning:

A poem is not only composition of ambiguous words rather it is an aesthetical form of expression. A poet should avoid words of complexity, ambiguous and supernatural then can break the comprehension of poem. This does not mean a poet should use very casual simple words. A suitable use of words makes a good poem.

6. Utilize Freedom-

There are no fix rules in composition of poem hence a poet should utilize freedom to convey the message effectively. This does not mean one should criticize and target other through poems with prejudice views. A freedom to express the depth of the chosen the subject.

16.2.3 Writing a Short Play:

Drama is one of the oldest forms of literature. It is quite different than other literary forms because it requires proper presentation to convey the essence. The plot stage, audience, dialogue, silence, climax and anticlimax are the key factors of a play. Earlier a play consisted five acts and five scenes but in course of time the dramatic forms has changed and undergone various drastic changes and today one act play is now become a popular form among writers and audience. However, it does not mean that full length plays are totally out of the stream they are still exist with innovative techniques and themes. The major types of plays can be categorised as follow;

1. Tragedy
2. Tragi-comedy
3. Comedy
4. Romance
5. Historical

A good short play explores an action or a problem. There is a less scope for the complication of plot. A short play should follow unity of time, place and action. In a short play a writer should keep implementation of minimum characters, invest in conflict and avoid extended exposition. While writing a short play few things need to be kept in mind they are:

- Set the play in limited actions.

- Do not expand the time limit.
- Concentrate on central plot.
- Invest few characters.
- Do not exaggerate setting.
- Have conflict resolve in the end.
- Develop characters through dialogue.
- Do not over rely the use of narrator.
- Observe presentation of play in rehearsal.

1. Present valid and solid argument through play.

A beginner in play writing should follow a moderate structure otherwise the essence of a play will bring out confusion. Here are few stages for beginner or a good playwright should follow:

- Set the scenes clearly.
- Introduce the intention of character.
- Associate the conflict with Character.
- Acquaint with all Characters in brief.
- Let the characters speak.
- Resolve the story.

Dialogue is the key of any play; it is dialogue that opens up the plot of the play. Dialogue must be short, effective, economical, concise but meaningful. A dialogue must sound at denotative and connotative level. Each line of your character should focus on the theme. Along with dialogue stage getting is also a crucial part of a play. It explains how character should play their role. The moments of Joy, unpleasant, stress, disappointment should back grounded with suitable music. Stage directions impart realism and authenticity to your play. You as a beginner should have all the choices of subject hence utilise those themes which you can present in effective way.

16.2.4 Importance of Creative Writing:

Creative writing is an expressive form of literature. It demands creativity, innovation, imagination and skills to fetch readers and convey the essence. It defies the traditional bounds of other forms of writing and it is totally subjective to our own preferences and experiences. Those who desire to use their talent in creative should read meticulously on sociology, anthropology,

culture, science, imagination, archaeology then only can able to build an image of different persona. The gossiping and irrelevant matter does not signify any value in creative writing but able imagination with the touch of reality receives recognition.

16.2.5 Conclusion:

Creative writing is a platform that provides freedom, liberation and efficiency in writing to authors. A new beginner has to follow some basic norms of creative writing otherwise one may face lot of difficulties in handling the literary genre. As there is no fix definition and criteria of creative writing but a creative writing is not a mere exploration of imaginative ideas. The combination of realism with imagination and innovative ideas often appreciate in creative writing. A creative writer should be an extended reader as well as well verse with all disciplines.

16.3 Learning Outcomes

Upon the completion of this Unit, you should be able:

- to know about creative writing.
- to understand the process of creative writing.
- to recognize various stages of writing.
- to comprehend the difference between poetry and short story, play and short story.
- to know the structure of creative writing.
- to improve and extend reading to familiarize from known to unknown.
- to improve the vocabulary of students.
- to know the ways to respond to any creative art forms.

16.4 Glossary

Corpus: A Collection of writing by same author

Genre: Literary forms

Creative: New, original, unexplored

Science Fiction: Combination of science with fiction

Central Theme: The central plot

Structural Pattern: Way of systematic/scientific writing

Pragmatic Forms of Writing: Realistic writing

16.5 Sample Questions

16.5.1 Objective Questions:

State whether the following statements are **true** or **false**

1. Creative writing is a productive skill.....
2. Creative writing does not require imagination.....
3. A play can be written on any theme.....
4. To be able to write and create self-discipline is optional.....
5. Intelligence is expected very low in creative writers.....
6. Writers can feel pride of their artistic but they should be humbled.....
7. Creative people are often bringing unheard ideas.....
8. Passion is secondary in creative writing.....
9. The ordinary structure of thinking and presentation locks creativity.....
10. Everything good has been written already.....

16.5.2 Short Answer Questions:

1. Why do you think creative writing is different?
2. What is the importance of imagination in creative writing?
3. What are the limitations of short story?
4. What factors are essential for writing a good short story?
5. Who can write creatively?

16.5.3 Long Answer Questions:

1. Explain the salient features of creative writing?
2. Illustrate the process of poem composition?
3. Discuss the types of creative writing.

16.6 Suggested Learning Resources

1. Bishop, Wendy and David Starkey. (2006) *Keywords in Creative Writing*. Utah State
2. U. Harper, Graeme. (2008) *Creative Writing Guidebook*. Continuum.
3. Shertzer, Margaret. (1996) *Elements of Grammar*. Longman.
4. Zinsser, William. (2001) *On Writing Well: The classic Guide to Writing Non-Fiction*. Haper.

Unit-17: Stages in Writing: Pre-writing, Outlining, Drafting, Revising and Drafting

Structure

17.0 Introduction

17.1 Objectives

17.2 Stages in Writing

17.2.1 Pre-writing

17.2.2 Writing

17.2.3 Rewriting

17.2.4 Problems in Writing

17.3 Learning Outcomes

17.4 Glossary

17.5 Sample Questions

17.6 Suggested Learning Resources

17.0 Introduction

Dear Learners, you have studied the process of writing briefly in your first-semester course on *Communicative Skills in English*. In this unit, we will study the process of writing in a detailed manner. Writing like the other three essential skills of language is important to enable you to do well in every sphere of life. Among the four skills of language ‘Listening and Reading’ are called receptive skills while ‘Writing and Speaking’ are called productive skills because they help to produce words, phrases, sentences, paragraphs, essays, etc. On the other hand ‘listening and reading’ are called receptive skills simply because learners do not need language to produce these, they receive and understand it. They are also called passive skills while ‘writing and speaking’ are called active skills of language.

The writing process is an attempt of the writer whose conscious or unconscious creativity helps him to produce a literary piece. When we speak about writing, we refer to the organization of writing that most textbooks have defined structurally. It is a linear process which if followed properly will eventually result in the production of the written document. However, it may also

be noted that different people have their own ways of writing, they may create a unique style, and some devise different ways to generate ideas from their respective experiences whatever works for them. Therefore, we may say that writing is a way of thinking. In fact, what we write depends mostly on the way we think about a particular thing, idea, or person. Let us take the following example

“Life is nowhere.”

“Life is now here.”

These sentences contain the letters of the alphabet in the same order but one sounds pessimistic about life while the other sounds optimistic. This proves how proper writing can change the scenario of thought processing.

17.1 Objectives

This Unit has the following objective:

- to identify various stages of writing
- to understand the process of pre-writing
- to know about the process of drafting
- to help students understand the process of revising and editing

17.2 Stages in Writing

There are different opinions about the stages of writing process. Some scholars say there are five stages while others are of the opinion that there are seven stages. Yet there are others who have believe that the entire process of writing includes three main stages. Whatever the number of stages may be, we will try to cover up all of them under three broad headings. All three stages of writing will be discussed in detail in this unit.

1. **Pre-writing**
2. **Writing**
3. **Rewriting**

You plan the content and organization of your paper or assignment during this first phase. In the **Writing phase**, you implement your plan—your strategy—working out the details and fine-tuning your thoughts. In the **Rewriting**, or revising phase, you review what you have written and consider how and where your writing can be improved.

However, these stages may vary as they are distinct and separate, they do not have any definite boundaries. They overlap often rather than falling into a proper sequence, like one step following the other without any derailing of connection or coherence. When you work on longer research papers, you will generate ideas, gather information, plan your organization, and write your draft. You may go back later to revise it. When you write shorter assignments or essays, you may plan, write, and revise as you go along. In most cases, you may revise your plan, your organization, and your content on your way to the final draft. Understanding the writing is individualistic and recursive in nature, we can now discuss the three stages of writing: pre-writing, writing, and rewriting.

Check your progress

1. What are the three stages of writing?
-
-

17.2.1 Pre-writing:

Pre-writing includes many things, it includes audience, purpose, identification, scope determination, and an analysis of action desired.

Understanding your Assignment:

Generally, your writing task begins from the point when your teacher or instructor has asked you to write an assignment. The first thing that you need to do is to understand the assignment. Now to do this, we need to review the requirements of the assignment. These requirements may include assignment sheets or simply its description. To understand the writing project, you should question and answer the following things. We must always consider keywords in mind, audience, purpose, scope, and action (APSA). In the pre-writing stage, you may intend to clarify the following:

- What do you want to write?
- What do you think of the topic?

- How do you feel about the topic?
- How do you approach the topic?
- What are the other possible related materials available about the topic?
- How to organize the content material?
- Who is your audience? (Audience Analysis)
- Why am I writing? (Purpose)
- How much should I write? (Scope determination)
- What do I want readers to do? (Action desired analysis)

You may also think on the following lines:

- What type of assignment is this? What is its purpose?
- Who is the audience for this assignment—my instructor, my classmates, or someone else?
- How will I find my content—from my opinion or research?
- When is the assignment due to the instructor and in what form is it due?
- How will the assignment be evaluated?
- What are my goals in undertaking the assignment?

Remember the last question is essential, this question will determine the kind of effort you have put into the writing project. To help you regarding the application of the approach, you should identify the important phrases that your teacher might have expected from you. These phrases will help a lot in the preparation of the writing project. Here let us take the help of the Table. 17.1 based on Benjamin Bloom’s objectives.

Assignment Wording and Expectations

Describe, label, list, name, recap, order, arrange, memorize	Remember, remind, and present information
Define, specify, paraphrase, elucidate, review, recapitulate, classify	Interpret information in your own words
Apply, exemplify, prepare, solve, use, sketch, operate, practice, calculate	Apply knowledge to new situations
Examine, categorize, compare, test,	Break down knowledge into parts and show

differentiate, examine, contrast	relationships among parts
Arrange, compose, formulate, organize, plan, assemble, construct	Bring together parts of knowledge to form a whole; build relationships for new situations
Appraise, estimate, conclude, judge, predict, compare, score	Make judgments based on criteria; support, confirm preferences
Use supporting examples, cite passages from the text, paraphrase, summarize	Quote or paraphrase to support what you have written

Source: <https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter2/ch2-10.html>

Techniques to get started:

Where do we get ideas from? As mentioned earlier, writing is recursive and even messy. Any writer can get into the process of writing once he gets a footing to begin. It depends upon the learning style, personality, and work habits of a writer to develop the process of writing. Different writers have used different techniques and methods to generate the ideas and then get started. These different techniques can help a writer to overcome the hindrance of writing also known as writer's block. These techniques can be used at any stage of writing, maybe when the writer is running short of ideas or when the writing is underway, these techniques can help a writer to get along the process of writing.

Some of the techniques that may be used are mentioned below:

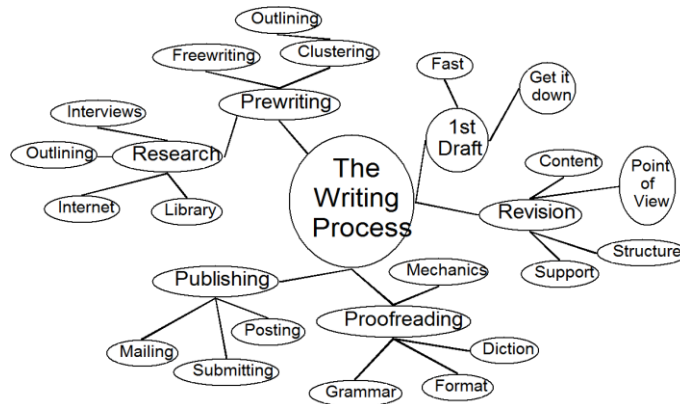
(a) Brainstorming: In this process, you write for a brief period generally for 5 to 10 minutes. In this technique, you write quickly without stopping the ideas or thoughts related to your topic. It helps to find ideas that might have submerged in the subconscious mind, memory, or intuition of the writer. This can be done either with your friends, your classmates or with yourself.

Set time duration: You should fix a certain time say 5 to 10 minutes. For these minutes, don't waste time on editing or vetting. For a moment cancel the critical and logical reasons. You need to be committed to writing rather than criticizing what you have written. Don't stop until your time is up.

Using blank papers: Use blank sheets to the best possible extent, it is important to have enough space to write until the period you run out of your ideas rather than running out of space.

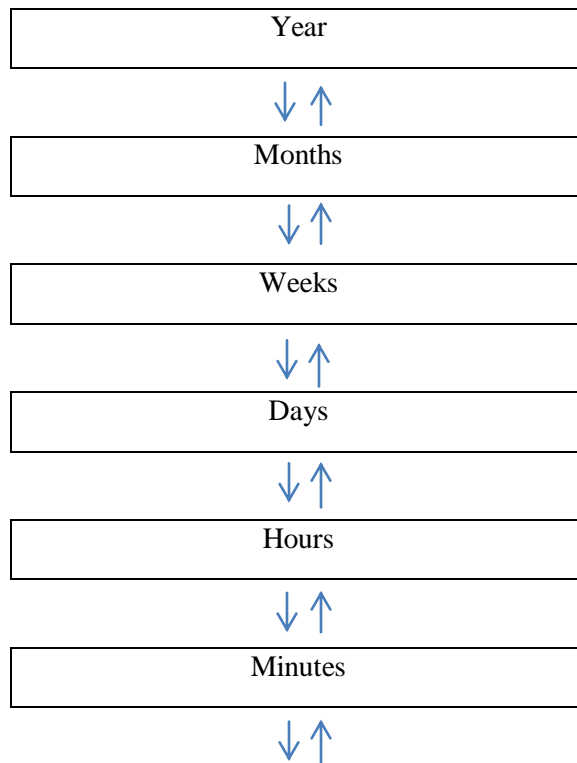
Select a word phrase or idea: Now that when have set the time and the setting, you should identify the important phrases or ideas that occur to your mind. You can keep these phrases at the top of the sheet, in the middle of it, or at the end of it. Don't stop writing, use these phrases to produce more information or ideas.

(b) Webbing: In this technique, you write the topic in the centre of the page and surround it with thought bubbles containing ideas about the subject.



Source: Google Images

(c) Chaining: This is also one of the techniques that writers can use. It unlike webbing makes a linear connection of ideas with the main topic. It simply leads one idea to the other and so on.



(d) Outlining: It is a structured way of organizing ideas or things in groups or sequence. Most of the students use this outlining technique only to generate their ideas. This helps them to establish things in order and sequence too.

17.2.2 Writing:

Now that you have begun the process of writing in the form of an assignment or thesis or a project, you have to determine the topic sentence in case of an assignment or paragraph or a thesis statement in case of a thesis or a project. A thesis statement refers to the purpose of the project that you have taken for writing. It is always based on the synthesis of information that you have gained while browsing about the topic or from your experience. Some of us often struggle with the thesis statement; we generally don't understand how to use the thesis statement in our writing projects. Although there are many ways to do that, however, you may devise your own way, it in no way shall undermine your capacity to adhere to any particular method or technique. Some of the ways to write a thesis statement are mentioned below:

1. The first simple way is to restate whatever is written in the assignment. This will help to understand the topic better and give a hint to begin your writing.
2. The next method works after you have thoroughly researched your topic. You should sum up what your research has led you to believe, what you think of it or what it means to you.
3. The third way works mostly for students who write the assignment with less information about the topic. Think of any question then you write an answer for it.

If you are a college student then writing a thesis statement should be simple. Your instructor may assign you the task of writing a paragraph on a simple topic and then ask you to demonstrate the learning part from it. For instance, students reading about the use of the internet whether positive or negative may be asked to write a thesis statement. Your thesis statement may look like this:

- Internet: A boon or bane for the youth
- Social Media is the most reliable source of communication that promotes interpersonal relationships in society.

Many writers use a list to double-check whether what is there in the assignment is reflected in the thesis statement or not. It is intended to evaluate the appropriateness of the chosen thesis statement. Proofreading by others should always be encouraged as it helps to identify the errors and your thesis statement can be effective if you can answer all the queries and questions related to it.

(a) Outlining what will you think and write about:

Your outlining plan may indeed be informal at the first stage as you think and organise your thoughts. You can revise as many times as you want before you are ready to draft your paper. Outlining is another way of giving an order to ideas or thoughts. In some cases when you are at the advanced stage of writing, outlining can be expanded into several directions.

Outlining can help in the following ways:

- Organizing information
- Facilitates sharing information to keep a check on your process of writing.

When you can identify all the information in the writing project, only then you can plan your project.

(b) Taking notes from the draft:

As you know each writer thinks and writes on different lines. Once you start the process of writing, you will soon find yourself cycling through some of the following activities:

- Understanding your notes and investigation material
- Organizing your thoughts
- Refining your assignment
- Revising the final draft

There is always a possibility that you may go back to pre-writing stage to help you generate more ideas or may read over and over again to attain more information. The more you weave through the thread of your ideas the better draft it will be. You will be sorting all that you have gathered while reading about the topic; this indeed will shape up and polish your draft

(c) Summing Up your Ideas:

Summarize the ideas you want to accomplish. For example you want to write any topic ‘importance of goog health’. You may summarize the entire chain of thoughts or ideas into a single statement like “health is Wealth.” Or ‘a sound mind lies in sound body’.

17.2.3 Rewriting:

As we know that first draft is just a first draft therefore, there is a close connection between what you write and what you revise. If you receive any feedback then what you must do is to ensure that you have addressed their queries. Don't be swayed away by the people who say that your writing is perfect, there is always a scope of improvement. However, we must also be aware of the people who unnecessarily highlight some minor things and are overly critical in an unproductive way. Honest and constructive criticism should be always encouraged, appreciated and accepted. This will certainly improve your writing skills. Therefore, the following things may be of some help:

(a) Getting feedback:

Once your draft is ready on the paper you can expect feedback from others to know whether you have stated the objectives and whatever you have written is suitable or not. It may be admitted that most of the students avoid getting feedback. However, getting valuable feedback is always beneficial as it helps to add information to your revised draft. An important thing to get the right feedback would be to give your instructor, friends or supervisor a checklist of what you have intended to write and what is important to you.

(b) Being your own critic:

It may always be difficult to be an editor or proofreader of our own draft. However, these are useful things to learn. When you switch from writing to editing, then you look at your manuscript from a fresh and objective interest. Successive proofreading will help you to identify the errors in the original draft to match the changes you may have missed. Editing is a step ahead of proofreading where you double-check the complexity of your draft like evaluating its content, formatting of the structure or style etc. Editing would generally include the way you systematize few things in writing.

Content: Is your content appropriate or does it contain complete information.

Organisation: Is your information logically organized or arranged.

Style: Are the style and tone consistent, did you use the accurate vocabulary

A good way to improve the chance of being a good critic would mean to keep a checklist of things. This personalized checklist may be used every time when you review your own document.

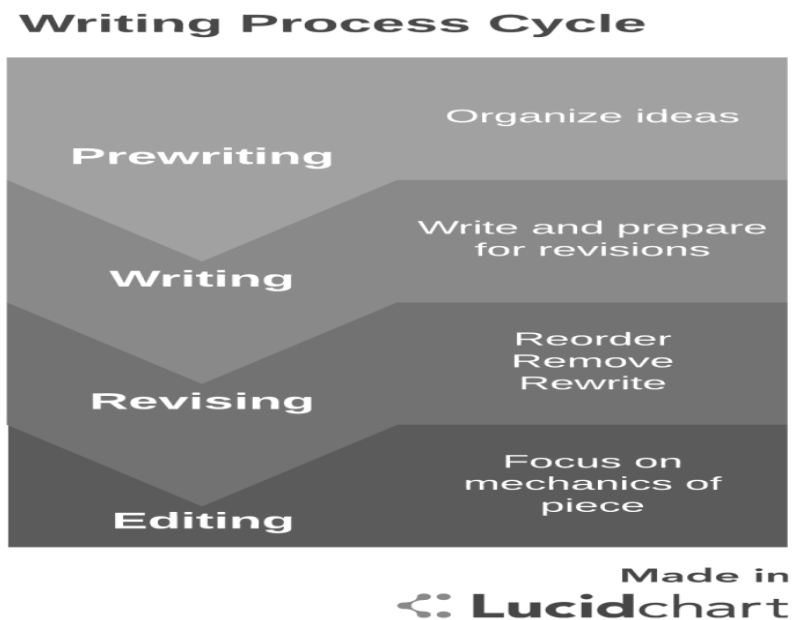
This may also help you to identify your strength and weakness as a writer.

For a personal revision the following checklist may be helpful:

- Is there any grammatical error in the draft?
- Is the subject-verb agreement proper.?
- Are pronouns properly attributed.
- Is there any sentence fragments, comma splices, or run on sentences.
- Is the tense of the draft consistent
- Does my draft make sense
- Have a covered all the major areas.
- Is the draft properly framed
- Is there enough information in the draft?

(c) **Final draft:**

The final draft is what you submit as a complete document. In case of any exam, your final draft may be the answer scripts that you submit to the invigilator. However, if you are writing in some circumstances then you may get some extra time to revise the final draft so that it is more finished and polished. By the time you complete your final, you should ensure that the final raft is fairly polished. Confusing sentences, spelling errors, punctuation or any grammar error should be rectified. Apart from this, it should be ensured that you have incorporated all the comments and suggestions that you have received from different people in the form of feedback.



Source: <https://www.lucidchart.com>

You should try to read it before submitting it, in case you find any typo error at the last minute, it is advisable to correct it before final submission. In case you find too many correction , you know it needs another revision.

17.2.4 Problems in Writing:

Apart from the above-discussed things, some of the problems that frequently occur in the process of writing are mentioned below:

1. Lengthy Sentences
2. Passive Voice
3. Weak verbs
4. Superfluous words
5. Unnecessary information
6. Unreadable design and layout
7. Lengthy sentences should be avoided to the best possible extent. Try to answer in simple and short sentences whatever you try to communicate
8. It is advisable to use active voice in place of passive voice

Example:

Passive: The dog was killed by the hunter.

Active: The hunter killed the dog.

9. To avoid superfluous words, the following substitutes may be replaced:

<i>Superflous</i>	<i>Substitute</i>
In order to	to
In the event that	if
Subsequent	after
Prior to	before
Despite the fact	although
Owing to the fact	because, since

10. Try to use positive sense words
11. Avoid unnecessary redundant words, some of the words may be noted below:
not able unable
not accept reject

not certain	uncertain
does not have	lacks
not many	few
not often	rarely

The development of writing is conceived a process of progress through different stages as illustrated and mentioned in the Unit: pre-writing, writing and rewriting. The different techniques must be used in preparing any document to ensure that is fairly polished and impressive. Your draft or document will be more appealing and free from errors in case you follow the process of adhering to the techniques in all stages of the writing process. They can be instrumental in shaping your draft to get the desired or intended results. From the above discussion e may draw the conclusion that writing process takes places in the following manner.

Step 1: Pre-writing- Think and Decide

Step 2: Research- if needed

Step 3: Drafting-Write

Step 4: Revising: Make it Better

Step 5: Editing and Proofreading- Make it Correct.



Source: <https://www.scribbr.com/>

17.3 Learning Outcomes

Upon the completion of this Unit, you are able:

- to know about academic writing
- to understand the process of writing
- to recognize the various stages of writing
- to know the techniques involved in process of writing
- to identify the errors in the draft and to rectify them
- to improve their writing skills
- to improve their vocabulary
- to appreciate the feedback given for a draft or a document
- to know the ways to respond to any constructive criticism.

17.4 Glossary

Coherence: Consistency

Draft: A document or written paper

Recursive: Repeated, referring back

Superfluous: Excess of what is required

Queries: Question, inquiry

17.5 Sample Questions

17.5.1 Objective Questions:

State whether the following statements are **true** or **false**

1. Writing is a productive skill_____
2. Listening is productive skill_____
3. Speaking is receptive skill_____
4. Reading is receptive skill_____
5. Speaking is Productive skill_____

6. Pre-writing is the first stage of writing_____
7. Rewriting is the last stage of writing_____
8. We submit the final draft in the pre-writing stage_____
9. We should acknowledge the feedback of others_____
10. Pre-writing, Writing and Rewriting are the three stages of writing process_____

17.5.2 Short Answer Questions:

1. Why do you think writing is important?
2. Mention some of the techniques that we use in the pre-writing stage of writing process?
3. What is brainstorming?
4. What is 'webbing' in the writing process?
5. What does 'outlining' in the process of writing mean.

17.5.3 Long Answer Questions:

1. List some of the techniques that are used in the rewriting stage of the writing process.
2. Write any ten sentence on any topic and underline the nouns from these sentences.
3. Write a detailed note on the problems of writing you face and what possible measures can be taken to avoid such problems.

17.6 Suggested Learning Resources

1. Attarde, I.P. (2006) *Handbook of Idioms & Phrases*. New York: Pentagon Press.
2. Doshi, S.R. (2009) *Life Skills*. Delhi: Global Fraternity Publishers.
3. Downing, Angela, and Philip Locke. (2006) *English Grammar*. London: Routledge,
4. Farhatullah T.M. *English for Business Communication*. (2009.) Bangalore: Prism Books,
5. G, Yule. *The Study of Language*. Cambridge: Cambridge University Press, 1985
<https://www.umgc.edu/index.cfm>

Unit-18: Note Making and Paraphrasing, Summarizing

Structure

18.0 Introduction

18.1 Objectives

18.2 Note Making and Paraphrasing

18.2.1 Tips for Effective Note Making

18.2.2 Techniques for Effective Note Making

18.2.3 Paraphrasing

18.2.4 Summarizing

18.2.5 Let Us Sum Up

18.3 Learning Outcomes

18.4 Glossary

18.5 Sample Questions

18.6 Suggested Learning Resources

18.0 Introduction

This Unit will discuss the importance of ‘note making’ and how notes are prepared from lectures or reading. Moreover, we will discuss some of the important techniques used in note making. Let us understand “note making” in detail.

It is important to know and remember that ‘note making’ is not all about writing everything you hear or read. On the contrary, it is a process of reviewing and synthesizing the important points or ideas from your lecture or reading.

18.1 Objectives

This Unit has the following objectives:

- to comprehend the process of framing effective notes.
- to understand the process of organizing and reviewing notes.
- to familiarize students with the techniques for preparing notes.
- to understand the process of paraphrasing.

- to appreciate the skill employed in paraphrasing a text.

18.2 Note Making and Paraphrasing

While making notes, the following points may be remembered:

- making notes helps to stay energetic and engaged in lectures or reading
- it helps you understand some basic concepts about a topic
- you are able to locate the important areas or key points of the topic.
- it helps you to remember the material you studied
- it assists also in organizing the ideas
- note making also helps to revise and revise for exam oriented material.

In note making it is desirable to include the following as needed:

It is expected that the good notes should keep always following things in consideration.

- The details about the author
- Title
- Date
- Headings to help you identify the important points.
- Point out any illustration, example, names or ideas.
- You should always mention some of the suggested readings for a better understand of the topic.
- You may use **mnemonics** or drawings or colour to easily identify the main points.

Mnemonics:

It is a strategy designed to help students to remember anything quickly. It is intended to help students remember some important or key information. Presume that you have to remember the following connotation of the word TEAM.

Example: TEAM

T= Together

E= Everyone

A= Achieves

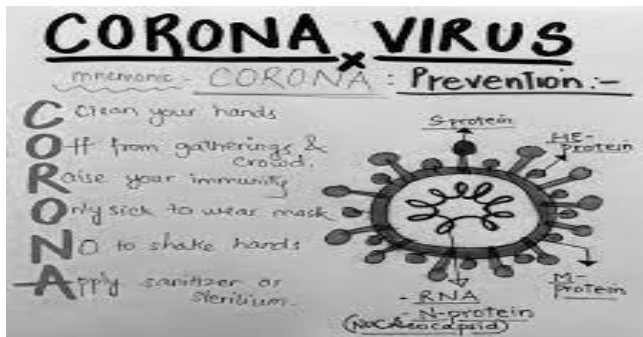
M= More

In other case, if you have to remember the name of planets

Example: **My Very Educated Mother Just Served Us Noodles**

My	Mercury
Very	Venus
Educated	Earth
Mother	Mars
Just	Jupiter
Served	Saturn
Us	Uranus
Noodles	Neptune

One of the interesting mnemonics that emerged during the pandemic of *Covid 19* may be noted here:



- C= Clean your hands
- O= Off from gathering & crowd
- R= Raise your immunity
- O= Only to wear mask
- N= No to handshakes
- A= Apply sanitizers

It is advisable to make use of some abbreviations or symbols. This will certainly help improve your speed of making notes. For instances for words like *government* you can write *govt.* or words like *especially* you can make use of the abbreviation *esp.* You can frame such examples as many as you wish in whatever way it works for you.

If we do not make proper notes, it may result in unintentional plagiarism. It is important to either put the quotation marks for something which has been used in its exact form. We can also paraphrase or put the content in parenthesis or highlight it with colour to make it look different from our own text.

We should set a mechanism to record the following information:

- Name of the author, editor or may be an organization
- Mention details like date of publication or the sources from where it can be accessed

- Title of lecture source
- Mention page number wherever needed
- Mention list of further suggested readings or references
- Note making is not all about listening to lectures or writing notes after reading a text.

There are three main stages for writing effective notes. The three stages are: **Before**, **During** and **After**.

Before: Identify the purpose of reading or lecture.

During: List out key points or ideas in the lecture or reading.

After: You need to reflect and review your notes and then organise them.

Check your progress:

1. What are some of the important tips for note making?

2. Give one example of Mnemonics.

18.2.1 Tips for Effective Note Making:

As you know many of us struggle with note making, at times our notes give us an impression that they are not meaningful when we refer back to them. Therefore, we need a specific methodology for making effective notes.

Get Ready

To take effective notes, you must be ready to listen to a lecture or highly motivated to read a text. You must know what the lecture is all about and how is it relevant to your area. Imagine that you are scheduled to listen to a lecture on some important topic. It may be of some help if you at least browse about the topic to get an idea what is going to be talked about what possible learning outcomes can be derived from the lecture. Internet can be a source to trace the information about the topic. Considering in what ways a lecture could be important, you may make notes accordingly. This may also help to revise the notes from the previous lecture and identify if there is a logical connection with the lecture you are about to listen on a certain date, day or time.

In a similar way, if you are planning to read a text then you should ask yourself what information you need from the text. Are you looking for an overview, case study, illustration, idea or any other information from the text. Once you confirm which part of information is needed, you will be able to make effective notes.

Listen Attentively:

You are supposed to be fully determined and actively involved while you listen lecture. More importantly, you should always pay attention to the beginning and concluding session of the lecture. This will help you to summarize some important points.

Likewise, there can be multiple strategies used for note making from reading. However, some of the main strategies are:

a) Skimming

b) Scanning

a) Skimming: Skimming is also an important tool for speedy reading in which you read general information. You do not read a detailed description about any topic, but try to grasp the gist of it. Let us presume that you are doing research on a long chapter, once you read the first few paragraphs, you will be able to make out or understand what information will follow in the subsequent paragraphs. You can easily identify by reading the topic sentence of a paragraph.

b) Scanning: It is one of the important tools for improving the reading speed. In scanning we try to locate the important information. Just like when you are trying to locate the number of your friend in your contact diary, you scroll down directly to the name with which you have saved his number. Similarly if you are a sports fan, you may straight away go the sports section of a newspaper and read everything minute detail about sports in a detailed manner. Scanning can be done either chronologically or alphabetically.

18.2.2 Techniques for Effective Note Making:

There are many techniques to employ for effective Note making; it is entirely your choice to select whichever technique suits you.

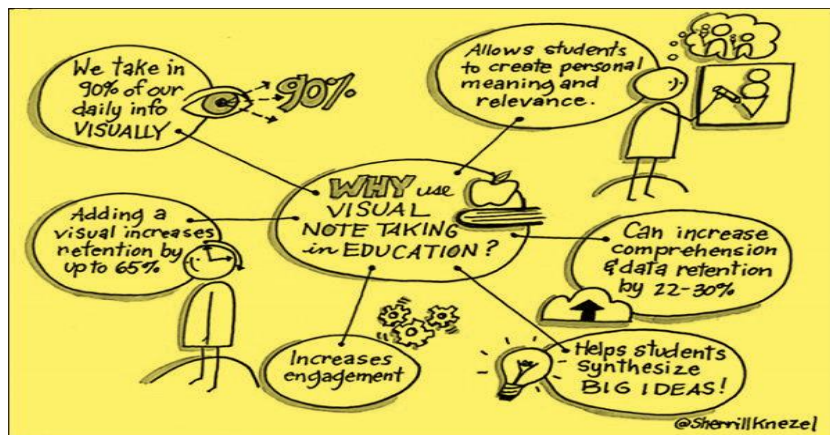
Linear Format: It is one of the conventional approaches used for making notes. It encourages and helps to make notes in a systematic order. The following things can be done:

- Use headings
- Make use of necessary symbols wherever required
- Make use of bullets or number

- Ensure that there is enough space on the margins of the pages so that if any added note or information can be adjusted
- You can use quotation marks to use the exact words of a person or keep them in parenthesis ().
- For your own ideas, you should always put them in square brackets to differentiate your ideas from some borrowed ideas.

Pattern Format:

You can use some mind maps and mention important words pertaining to the topic and colour them or visualize their meaning or associated meaning.



Source: <https://www.google.com/search?q=visual+note>

Three Column Format:

In this technique, the page is divided into three parts

- a) Key information b) Your own notes c) Summary

The right section of the page is used for personal notes, the left section is for marking key information while in the lower section of the page you can provide a summation of what you read or listened to in your own words.

Review and Organize your notes:

Once you complete the note making, it is time to review and organize them. You should organize them systematically to ensure a logical connection.

You may review the following points.

- Important facts
- Essential concepts/ theories or ideas

- Any important information which is desperately needed.
- Important dates, terms

Check your progress:

1. List out important techniques that are used in note making.
-
-

18.2.3 Paraphrasing:

Let me start by asking you a question, have you ever watched any television programme that fascinated you a lot? If yes, my next question would be, can you narrate me the plot of the film or drama? When you are in a position to recall the entire story and describe every scene of a particular film or drama. You mention every minute detail and character in your own narration, this is **paraphrasing**. A successful paraphrase is your own interpretation or explanation of someone else's thoughts. In academic writing, paraphrasing is a powerful tool for restating, condensing, and clarifying another author's ideas while simultaneously lending credibility to your own argument or insight. Successful paraphrasing is critical for effective academic writing, while poor paraphrasing can lead to unintended plagiarism.

It is important to note that paraphrasing is a process when we formulate someone's ideas in our own words. We rewrite the passage without changing original meaning or idea of the text. As you will study in this block that paraphrasing is an alternative for quoting the exact words of someone. You paraphrase a passage to demonstrate your understanding of the topic.

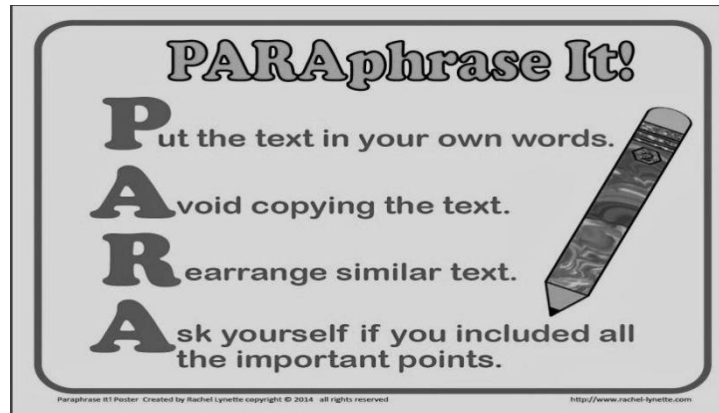
Let us discuss some of the main points:

1. Do not stop reading the original text until you understand it.
2. Remember key points or note down them separately
3. Write your version of passage without looking at the original passage.
4. Ensure there is a fair difference in what you have paraphrased rather than simply using the original passage
5. It is important to give citation in paraphrasing.

Important tips:

1. It is advisable to start a sentence from a different point from the original source.
2. Whenever or wherever possible, use synonyms

3. You should change the word form like changing a verb to noun or any other form.
4. Use a different sentence structure.



Source: <https://www.google.com/search?q=paraphrase&source>

18.2.4 Summarizing:

Summarizing refers to the process of covering the main points of any argument. It is indeed shorter than paraphrasing, we summarize concisely in summarizing process while in paraphrasing, and we provide detailed description about things. The purpose of a summary is to give a clear central idea about the original source. The detailed descriptions are avoided in summary. You main focus on the following things in a summary

- Selection: State Main claims of the argument
- Rejection: Remove the unwanted substance
- Substitution: Restate the sentences in original text
- Conclusion of the argument

It should be noted that in summary and paraphrasing, the original meaning and idea is retained, however, the example and illustrations are excluded in summary. Summaries can be of great advantage to understand any academic assignment irrespective of its long nature. Just imagine you are reading an abstract of a paper or may be a foreword of a book. This helps you to understand what the entire research paper or book is all about.

Importance of Summarization:

It is important because it allows a comprehensive understanding about a topic. This will help learners to learn the structural organization of the content. It enables to emphasize on the points that are worth remembering and knowing. Summarizing like paraphrasing is also skill and requires time, dedication, and lot of practice. In today's world, it can save lot of time, energy,

that is why summarized versions of any information is used in almost all official meetings or professional settings. The summarization part can also be done through visual too or text analysis through the use of any advanced software.

18.2.5 Let Us Sum Up:

From the above discussion it is clear that note making, paraphrasing summarizing are important tools for improving our understanding about any given topic. The discussed techniques and tips will be productive in several ways. One must make use of these skills to learn exhaustive information in shortest possible time. Paraphrasing will demonstrate your grasping power after you have read a particular text. All of these skills are essential for a holistic development of academic writing among students at all levels.

18.3 Learning Outcomes

Upon the completion of this Unit, you should be able to:

- understand the process of note making
- familiarize yourselves with the techniques of effective note making
- know the process of paraphrasing
- familiarize yourselves with the techniques of paraphrasing
- appreciate the skills of note making and paraphrasing

You are advised go through the list of links given in the suggested reading section to help further in the improvisation of the concepts discussed in this unit.

18.4 Glossary

Synthesizing: Organizing something in order

Illustration: Example of something

Mnemonics: A strategy designed to help students to remember anything quickly

Methodology: A particular way of doing something

Essential: Important, necessary

Text: Any written document

Inadequate: Not enough, insufficient

Plagiarism: The practice of stealing someone's work by claiming it as your creation

18.5 Sample Questions

18.5.1 Objective Questions:

State whether the following statements are true or false

1. We should remember the name of the topic to make the effective notes_____
2. We should not mention the date for making notes_____
3. It is important to remember the further sources for a reading a text_____
4. Scanning is a strategy for reading_____
5. Skimming is also a strategy of reading_____
6. Mnemonics helps to memorize things easily_____
7. Paraphrasing demonstrates our understanding of a topic_____
8. Linear format is used in paraphrasing_____
9. We don't give citation in paraphrasing _____
10. We don't change the sentence structure in paraphrasing_____

18.5.2 Short Answer Question:

1. What is note making?
2. What is scanning?
3. List five important tips for 'note making.'
4. What is paraphrasing?
5. Define Mnemonics

18.5.3 Long Answer Question:

1. Differentiate between scanning and skimming.
2. Give a detailed description of some important tips used for paraphrasing a passage or a text.
3. Paraphrase the following paragraph on *My Hobby* in your own words:

“My favorite hobby is gardening. I started it when I was only ten. I dig the land, sow the seeds, and water the plants in my garden. Every afternoon I work for an hour in my garden and watch the buds come up and the branches nodding in the breeze. Although a hobby is a source of pleasure and not of profit, my hobby combines the two. My mother looks upon it

very kindly, as a part of my garden serves as a kitchen garden. A hobby is an index to a man's character and I believe my hobby reflects my character.”

18.6 Suggested Learning Resources

1. Doshi, S.R. *Life Skills*. (2009) Delhi: Global Fraternity Publishers.
2. Downing, Angela, and Philip Locke. (2006) *English Grammar*. London: Routledge.
3. [https://englishluv.com/paragraph-on-my-hobby/#Paragraph on My Hobby 100 Words](https://englishluv.com/paragraph-on-my-hobby/#Paragraph_on_My_Hobby_100_Words)
4. <https://www.ucl.ac.uk/ioe-writing-centre/reference-effe>
5. <https://www.utc.edu/enrollment-management-and-student-affairs>

Unit - 19: Essay Writing

Structure

19.0 Introduction

19.1 Objectives

19.2 Essay Writing: Format and Types of Essays

19.2.1 Argumentative Essays

19.2.2 Expository Essays

19.2.3 Narrative Essays

19.2.4 Descriptive Essays

19.2.5 Tips for Writing a Good Essay

19.3 Learning Outcomes

19.4 Glossary

19.5 Sample Questions

19.6 Suggested Learning Resources

19.0 Introduction

The essay is a literary device defined and practiced by many writers in their time and fashion. An essay has been a tool in the hands of its writers that says almost everything about almost anything. The essay as introduced by many is and need to be clear always like water and free from the impurities like dullness, deadness and deposits of extraneous matter. Writing an essay is an art. Through which you prove your point, opinion in short and appropriate sentences. Most importantly, an essay should be logical when it comes to the idea it relates through various statements. Even a critical (literary) essay while dealing with its subject from a personal point of view, upholds the pride of its form. An Essay must be characterized by quickness, vibrancy, and abruptness. There should be rich combination of concreteness, clarity, control and force. Francis Bacon says, “An essay should be detached meditation.” “Writing an essay is probably the most complex constructive act that most human beings are ever expected to perform” says Carl Bereiter.

When we watch some match played by expert players of that game or when we listen to a live concert of some popular singer or we watch the dance performance by some expert dancer

we feel like we could also play or sing or dance like them. But we should make a note of the hard work and practice done by the player, singer and the dancer. They keep doing that every day. The visual or auditory or both audio-visual effect of their performance is the result of their skill. Only through hard work any such skill could be achieved. Writing a good essay or for that matter any writing is not an exception. If you wish to write good essay, you have no option for practicing writing an essay. These days every person needs to have this skill of writing. The key idea behind designing this unit thus is to introduce the learners with all major kinds of essays and the way how to write them. Most important of all, expressing your ideas, emotions and reactions effectively and clearly has been the focus of attention in this unit.

You may have had a little bit of practice of writing formally during your school days; mostly through essays and letters in classroom situation. But, such exercise may not help you give enough of practice in the same. Quite often, such writings are done without any clear cut idea or skill to write something effectively. This Unit in short will guide you how to write good essays.

19.1 Objectives

The objectives of this Unit are to:

- introduce you to essay writing as an art
- familiarize you with the types of essays
- acquaint you with the process of writing an essay
- organizing an essay into introduction, body and conclusion format

19.2 Essay Writing: Format and Types of Essays

You may feel a bit worried when you have to write an essay in general. It is because of the unpreparedness and at the same time because of the fact that you have to remember many things of vocabulary, grammar, spellings and others related to the sentence construction and others. If you wish to learn how to write an essay, that is by practice of writing is the way. The

more you write, more you become expert in writing and there is no end of this practice. In short, you require two types of skills when it comes to writing: literary skills and expressive skills. The writer needs to have the fundamental thing necessary for writing, he/she should be able to use words so as to structure phrases, clauses and sentences successfully in proper format. He/she should also develop the ability to narrate the events/persons and arrange them neatly using language as a means for expressing his/her thoughts and feelings. One should not give up writing as it is not always easy to write an essay however educated or experienced you are. Only consistent and conscious efforts through practice help one in writing an essay successfully.

Function of an Essay

The essay has varied functions to perform in the academic world. It depends on the writer and his subject chosen in an essay. The essay sometimes informs, the other time it persuades the reader, sometimes explains some concept or idea and entertains as well. Whatever may be the form/subject of the essay, it adds into the knowledge and critical capabilities of both, the writer and the reader. Essay evaluates and examines the ability of the writer in terms of his skills of writing and also corrects the perspective or thinking in terms of his/her response to any critical issue taken for discussion. An essayist always puts his/her ideas in a very refined manner we see often. On the part of the readers and students, it encourages them in developing concepts and skills like analytical, comparative, clarifying ideas, exposing and persuasive skills as well

Writing an Essay

‘Essay’ this word is believed to be derived from Latin and French sources and through many processes it has reached to its present form. The noun *essay* most logically in its present form relates to the French word */essai/* which means *trial* presenting one’s case. Essays are a short piece of writing expressing one’s own side of the argument or ones experience, ideas, stories, etc. Essays are often considered synonymous with a story or a research paper or an article. Topic of an essay can be formal or informal and likewise will it have its style and structure.

Format of an Essay

Essays as said earlier have no perfect format as such but over the years, it has developed a signature style in terms of its structure or format. Every essay has an introduction, body part and a suitable conclusion. The writers of these essays organise their ideas and views through a

format which has become a basic structure of any essay. How this format functions in the process of writing an essay is elaborately discussed below.

Introduction -Body- Conclusion:

Introduction

The introduction part of an essay often a paragraph or two is very important part that guides the reader of an essay into the topic chosen for discussion. After setting a tone, it gives an idea to the reader about what it is in terms of topic. Basically an introduction should have an arresting appeal so that the reader's attention and interest is easily caught by using words and phrases through quotes, analogies or questions also. The introduction part should give enough of background information on the topic of the essay. The reader of the essay in absence of such information will lose his/her interest very soon.

Thesis Statement

The essay should also have a thesis statement of the writer regarding the topic of the essay. This statement mostly leads the expectations of the reader in the course of reading that essay. This statement in short discloses the important idea or argument in the essay. It also decides the bounds and can direct in shaping the body of that essay. It simply works as a road map managing the argument of the essay.

Body of the Essay

The body part of an essay is comparatively longer than the introduction and the conclusion. The writer of an essay through introduction sets a tone and leads the reader into this part where he leads the reader through ideas, arguments and evidences in support of the statements made about a topic. Every topic/sub-topic is developed systematically in one or two paragraphs. The writer of an essay should tackle one idea at a time but the focus should be on the main idea. Every paragraph should also have a main idea of the paragraph in the form of a statement. Essay overall upholds the important ideas normally presented in the thesis statement. Every new point is established in the form of a new paragraph/s and reinforced with important details.

The writer of an essay in this part should have ready a rough outline that projects the main topic of discussion with order of things to be touched upon in different forms. This helps in having an idea about the co-relation that gets established among different topics well in advance. It is just a rough draft and not a final one and in course of writing, there may be changes. The

writer needs to keep this in his/her mind. This is a process, which begins before you actually start writing, continues when you write and goes on even after written.

The Conclusion:

This part being usually last in the structure of an essay, it summarizes the important topics/points discussed in the body of the essay. By referring back to the thesis statement stated earlier in the essay reminds the reader of a thought decided and a sense of summing up is also cultivated in the mind of the reader. Use same ideas you discussed in the earlier paragraphs in the essay but the writer should avoid repeating the same statements and arguments in this part. The essay by its nature should be framed in such a way that it convinces the reader of the rightness of your argument. It also demonstrates the importance of this argument in relation with the topic, hence the writer taking this into account should frame conclusion in exact and broader note/picture of the thesis statements. Following are some types of essays and tips to write it effectively.

19.2.1 Argumentative Essay

Argumentative essay often brings a lengthy but evidence-based discussion on the topic chosen. This kind of essay always has a very strong thesis statement and a well-defined position in terms of your ideas on the topic. Intention behind is to assure and make believe the reader through evidences and quotations in the topic chosen and discussed. Argumentative essay intends and does an extensive research based on the resources available and collect authentic empirical data in the form of evidences. Interviews, surveys, observations with experiments are performed while doing any such research. Such an experiment often adds into the understanding of the researcher which ultimately helps in refining the end results of the research activity. Having understood the topic chosen for study the researcher confidently takes a stance/position and supports his statement. Whether you follow the serious research work technically or not is important but more than that important in this kind of essays is to establish a sound statement about subject (thesis statement) and keep following that statement with strong and valid reasons in description.

For example a topic for the recent situation is, 'Whether Online or traditional classes should continue', even after pandemic. To write an essay on this topic, you should have proper knowledge and logical reasons why there should be traditional or online classes. One should have their strong opinion on the subject and should also have strong reasons to oppose logically.

An argumentative essay tests the writer's capacity to get involved in research and formulate his/her opinion on the chosen topic of the essay.

An argumentative essay is the most obvious type of essay often prescribed and practiced at college level. Any kind of paper that you attempt at this level does have this essay as its integral part. This essay is based on the persuasive argument formulated on fact-based research which always helps the writer to convince the reader with your point in argument. The essay begins with the thesis statement and assertion, its appropriateness, importance and relevance in connection with the topic of discussion. The essay does review of the available literature critically. It gives a design of your declaration how it is superior and self-explanatory than the others and most importantly based on reliable methods to explain some topic at a point of time. In an argumentative essay, the writer's intention is to convince the reader of his opinion or the contentious topic.

Here you have to formulate and state your judgment.

- a) You need to give valid reasons in support of your topic.
- b) The writer of the essay argues against the opposite ideas or controversies

In a way, the essayist should make believe his readers that his/her stance and the argument is correct. For that your argument and its formulation need to be balanced in terms of your point of view and the counter viewpoint he opposes through argument. The writer needs to validate both the sides but very carefully put his argument authenticating the same on the basis of logic and evidences. Though you are arguing only one side of an issue through your statements, the writer must think about what the other side says about your opinion .

When you give the counterargument, you should very forcefully decline it by showing that it is incorrect. If the essay is stable, a reader is more likely to agree with you .

How to Organize an Argumentative Essay:

Normally any argumentative essay has six paragraphs. Like all other essays it begins with an introductory outline & comes to an end with a conclusion . There is a body of the essay where the writer must follow below things.

- a. Your viewpoint.
- b. Validate your point by presenting the opposing point of view also.
- c. Convince how the opposing viewpoint is wrong.

19.2.2 Expository Essays:

Expository writing is adopted for simplifying or explaining things. Purposefully this kind of writing is used for engaging or training the readers in some particular matter. This essay also intends to present an opinion or pertinent argument that upholds and explains the necessary information. In general, ordinary kind of expository essays contain scientific reports, academic essays and articles of all kind. This kind of essay provides a clear-cut and addressing description on a topic. The writer of this essay doesn't need things beyond a balanced and neatly organized view-point on the topic of the essay. Through its introduction, the essay gives speaks of its topic and a broad background of the topic also follows. Body of this kind of essays gives minute specifications of the topic with examples and the final part; conclusion of the essay summarizes the discussion lead in the earlier two parts of the essay. Often the thrust area of an expository essay is question that poses rather than an opinion.

Expository essays attempt to check the assets and faults about multiple situations and problems so as to answer in the form of essay. These essays are often in dialectical tone creating an adversative position through discussion which ultimately manufactures better atmosphere for understanding of the topic. The essayist should not assume that the reader has knowledge about what he/she is going to present. The writer should avoid indirect approach in discussion which creates confusion. Instead, such essays should expose things taken for discussion and highlight things for better understanding. There should be simplicity and clarity in discussion and an expository essayist should know what he is talking about.

As usual, this kind of writing may appear tiring and dull so the writer should tackle this issue by engaging the reader in an amusing way. Creative skills of a writer can be of help in such situations adding into the comprehension of the reader. Even when you write expository composition, certain techniques of narration could be used that are common in narrative and descriptive compositions as well so as to make the facts appear vibrant and impactful. To have a lively example of expository composition in pictorial form, you can read the scripts or watch serials/movies like 'Docuseries Cosmos' and 'Jurassic Park'. The narrative in such writings speaks directly to the viewer/reader constantly putting the things before our eyes believing in how life was or it evolved in course of time. Of course these works are different than writing an essay, but you can have an idea about how to bring a thing in discussion making it a point in our own world.

An example of an expository essay: *On 7th July 2021 morning at 9am, Sandipani school bus collided with a car at the intersection of Amravati road and Dabha streets. There were no injuries on the school bus, but medical personnel performed checks on each student and the driver before those students were transported to their schools safely. The car driver got minor injuries on his body. She was taken to the nearby hospital soon. The accident and its cause are still under investigation told the Dabha police station officials on duty.*

Like any other writing style, we find many different kind of expository writing examples. Consumer/user manuals/guides and research writings/reports are types of expository writing. Same way, laboratory reports, investigation reports of different kinds, journalistic writings are working examples of expository essays. Even scripts of videos that explain us certain things could be read as expository writing. Recipes in writing or in the form of videos count as pieces of expository writing. Expository writing leads in fact telling. When you're investigating, you may arise at conflicting things. If so, scrutinize the conflicting material and seek for the truth. This could be done by examining the specific bit of data and comparing with other intellectual foundations what they have to say about it and by examining who in print the two conflicting sources. There should be space for some fun in your writing but take care it is not going to be very casual. Literary devices like similes and juxtaposition could be used cautiously and only when they serve to make the facts clearer to the reader.

In an expository composition you are not trying to persuade the reader to think a certain way or to accept a single view as lawful. You are simply elucidating upon a perspective that you consider as factual. Expository essay wishes to present information free of any judgment on a topic that may be wide or narrow.

19.2.3 Narrative Essays:

Narration is an art that describes chain of linked happenings or you can also call it simply a story. Essay in general is a piece of writing that focuses on a particular subject matter. Simply putting together, a narrative essay is a piece of writing that focuses on a particular subject/topic. Practically speaking, a narrative essay is a story about a individual experience. These types of essays often observe how particular happenings affect a person's emotions, sentiments, beliefs, customs and very outlook of life. Writers of narrative essays narrate events they witnessed personally and describe their experience as it appeared to them. So there is a chance that such narrations may appear very subjective at times.

Narration or Narrative essays/writings are attempts on the part of their writers to discover and say what they contemplate about individuals, places and occasions. They are simply chain of connected events in the form of some topic that connects the thread throughout. This essay focuses on a single topic throughout stating a personal story. Usually a narrative essay inspects how a certain event disturbs a person's feelings, emotional state or viewpoint towards life or forms his world contrarily. The writer of narrative essay describes the subject the person has lived over, and attempts to pronounce the same from their individual standpoint.

Walden, by Henry David Thoreau, is a series of 18 narrative essays about the author's experience living in a cabin by Walden Pond for two years. He wrote about events he had while he was alone in nature, and he explained how these events led him to a new understanding about life, people, and society. The essay quickly became popular among people who were curious about reconnecting with nature. Thus a narrative essay is a valuable device that calls readers into a story and shows how a happening has affected an individual. The writer can present it as a personal experience in the role of a participant or observer; it can be a memory or an afterthought for a particular incident, event, visit etc. Narrative essay can offer a healing effect for the writer, letting you to revive an occasion and advance in lucidity or harmony about the same. Narrative essay literally pushes the writer to research into the explicit sentiments tied to a particular incident, which gives you a chance to revisit robust approaches. Going by its title, the essay is all about the use of language. Adjectives, similes and metaphors and many such devices. Such types of essays are about describing as intensely as possible everything you are requested to write about.

19.2.4 Descriptive Essays:

Quality description or explanation aids the student to figure an entirely shaped picture in their mind's eye. This helps the reader understand what the character is going through and how the he/she perceive his or her world. It crops wisdom of the entire sight. The descriptive essay is a type of essay often used to describe something (object, person, place, experience, emotion, situation, etc.).A descriptive essay offers a thorough physical description of its topic. Such essays let you be extra inventive as it comprises expansion. Descriptive essays check the capacity of its writer to use language artistically, making arresting word choices to convey a memorable picture of what one is describing to provide physical details. A descriptive essay can be quite loosely structured, though it should usually begin by introducing the object of description and end by

drawing an overall picture of it. The important thing is to use cautious word selections and metaphorical language to create a unique explanation of the thing. This type of writing permits a big deal of creative liberty. Like stories, this kind of descriptions use techniques to present intense viewpoints of the subject. Definite methods make descriptive essays powerful like-

Naming- identifying the things in the backdrop to form a broader picture

Detailing- to make the objects more specific

Comparing- use of metaphors and simile

Following these techniques in writing one can write a good example of descriptive essay. The following example will help you in getting an idea.

The Garden

On Saturday afternoons we would spend our interval in the garden near our school. That garden was rectangular in shape spread in some acres of land. We normally would sit on the lawn chairs at the distant end discussing and arguing things. Really we were in our small non-violent heaven. The shadow of the trees, soft sensation of the lawn on feet, tender activities of the fish in the pond besides in the garden would leave us all mesmerized. Rover, my dog would cross the garden nimbly and leaps into the pond water in search of the fishes. He did this again and again until he had seen me start my journey back home.

We all see this almost on daily basis in the garden. Still, I believe, I have a different view of this place in my mind. I feel I know this place better than others. I consider myself the fish that is left alone in the pond. The way she dives deep in the same water and searches new things every time; I too find sometimes a novel birdie resting in the tree, the grass that is grown over night, the same insect busy doing some new activity and a lot more in the garden proving me false the other time.

Thus, for us all visiting this place is a joy forever. The serenity, sanctity and piety of this bountiful place invite me again and again to discover this place every time new. The bounds of this place may be small compared to others but there is a whole world in it: posing a new challenge to fathom and discover.

A successful descriptive essay is one that recreates the experience such that readers too experience it. It often describes a single event or subject and pushes forth a dominant impression like one in the above example. As per its name, this essay is all about the use of language

through its use of adjective, similes, metaphors and the couple of other devices artistically. They are meant for describing topics they deal with as strongly as possible.

19.2.5 Tips for Writing a Good Essay:

Writing tips for an Argumentative essay:

- a) Your viewpoint
- b) Present the opposite point of view
- c) State why that perspective is incorrect

Writing tips for an Expository essay:

- a) In an expository essay, introduction should elucidate on the topic & concisely lay out its features . The first paragraph should contain a well-defined thesis statement.
- b) The body paragraphs of your expository essay should have sufficient confirmations to back the thesis statement.
- c) Conclusion of your expository essay should redirect the thesis in the light of the evidence delivered in the body .
- d) The exchanges between the different parts of your expository essay should be very rational & perfect .

Writing tips for Narrative Essay:

- a) Body of narrative essay should be very analytical. Every paragraph should emphasize on either of the characteristics of the subject.
- b) The language you use in your narrative essay should be rich & diverse. It is a good impression when you appeal to the intelligences of the reader when you describe something.

Writing tips Descriptive Essay:

- a) Body part of the descriptive essay should be very rational. Every paragraph should focus on one of the characteristics of the topic chosen.
- b) The language you use in your descriptive essay should be vibrant & varied . Addressing in an appealing way to the wisdom of the reader when you are describing something works effectively .

19.3 Learning Outcomes

At the end of this Unit, you should be able to answer the following questions and understand certain things about the art of writing an essay:

- What is an essay?
- Which are the different types of essays?
- Why is essay writing important?
- Identify the difference between the four major kinds of essays.
- Map the techniques of writing an essay.

19.4 Glossary

Essay: A short piece of writing on a particular subject

Argument: A reason or set of reasons given in support of an idea, action or theory when written

Expository: Intended to explain or describe something

Narrative: A spoken or written account of connected things/events in a story

Descriptive: Serving or seeking to describe in an objective and non-judgmental manner

Skill: To have personal or practical knowledge; be versed or practiced; be expert

Interaction: A conversation or exchange of dialogues between people

Facilitate: To make easy or easier

Prospective: Likely or expected to happen to become

Allocate: To distribute according to a plan

Display: To show

Span of time: Duration

Potential: Unrealized ability

Promising: Showing promise

Panel: Board; a group of persons in capacity of conducting some official work

Flesh and blood: In person

Enterprise: A company, business, organization, or other purposeful endeavor

Opportunity: A chance for advancement, progress or profit

Establishment: A firm or organization

Emphasis: Special weight or forcefulness given to something considered important

Corresponding: That has a similar relationship

Relevance: State of being relevant

Evidence: Proof; facts or observations presented in support of an assertion

Capable of: Having capacity of

Motivation: The act of motivating

Diversifying: To make diverse or various in form or quality; to give variety to

Conflict: A clash or disagreement, often violent, between two opposing groups or individuals

Strive: To try to achieve a result

Irresponsive: That does not respond to stimuli

Render: To cause to become; to pass down; to give; to give back

Excellent: Of the highest quality; splendid

Prioritize: To arrange or list a group of things in order of priority or importance

Strategy: A plan of action intended to accomplish a specific goal

Persuade: To successfully convince someone to agree to, accept, or do something, usually through reasoning and verbal influence

Convince: To make someone believe, or feel sure about something, especially by using logic, argument or evidence

Supervision: The act or instance of supervising

Hypothetical: Based on hypothesis

19.5 Sample Questions

19.5.1 Objective Questions:

Fill in the blanks.

1. An essay is adevice practiced by many writers.
2. An essay is a kind of interaction between two persons usually_____and_____.
2. While writing an essay, the writer has to display his _____ and _____.

3. The topic of an essay could be _____ and _____ that comes to the mind of its writer.
4. An essay is a means of testing the ability of _____.
5. The Examiner of an essay wants to see both abilities of _____ and _____.

Answer the following questions in one sentence

1. What does the examiner of an essay want to see in the prospective candidate?
2. What are the different parts of an essay?
3. Which skills are tested in essay writing?
4. Which are the different types of essays?
5. What are the different kinds of topic/s one can write an essay upon?

19.5.2 Short Answer Questions:

1. Write a note on the writing of an essay.
2. What are the different stages in the writing of an essay?
3. Comment on expository essay.
4. Write a note on the body of an essay?
5. What is introduction in an essay?

19.5.3 Long Answer Questions:

1. Write a detailed note on the types of essays.
2. Comment on narrative essay and also write on the dos and don'ts in writing narrative essay.
3. Write a detailed note on the skills that are tested in essay writing in general.

19.6 Suggested Learning Resources

1. Goodman, W. R. (1968) *Quintessence of Literary Essays*. New Delhi: Doaba House.
2. Roche, Marc. (2019) *Advanced English Writing*. Marc Roche Publishers.
3. Williams, Phil. (2018) *Advanced Writing Skills*. New Delhi: Rumian Publishing.

Unit - 20: Basic Quoting, Citing and Referencing Skills

Structure

20.0 Introduction

20.1 Objective

20.2 Basic Quoting, Citing and Referencing Skills

20.2.1 *Modern Language Association*

20.2.2 *American Psychological Association*

20.2.3 *The Council of Science Editors -CSE/CBE*

20.2.4 *Chicago –Manual Style Guide*

20.2.5 *Harvard Referencing Style*

20.2.6 Let Us Sum Up

20.3 Learning Outcomes

20.4 Glossary

20.5 Sample Questions

20.6 Suggested Learning Resources

20.0 Introduction

Dear Learners, you already studied three units of this block dealing with academic writing. Therefore, it will be interesting for you to know how we quote, cite or give a reference in any academic document or in academic projects like a dissertation for MA or M. Phil or a PhD thesis. This unit therefore, will take you through different style guides or referencing style books that have set some guidelines or rules for the citation of any textual reference either in the running text of the draft or in the bibliography section of an academic project like dissertation or thesis. We will discuss some of the style guides in detail.

20.1 Objectives

The objectives of this Unit are:

- to appreciate the basics of Academic writing

- to acknowledge the academic integrity
- to understand the process of documentation
- to familiarize students with the process of quoting a text
- to help students understand the citing skills in a document
- to offer a comprehensive understanding of referencing skills in a document to students

20.2 Basic Quoting, Citing and Referencing Skills

Dear Learners, let us first understand the following terms:

Quoting/Quote: Quoting (or quotation) is when you take a phrase, sentence or passage straight from a reading and incorporate it into your own writing. You must always provide a reference when you quote another source directly, and certain punctuation must be used to show where the quote begins and ends. It is the process of using the exact words of a person or another author. Presume that you were listening to a speech by the Prime Minister about the ‘Global Hunger Crisis.

Example: In his speech, the PM spoke at length about poverty. However, you may want to narrate or quote the PM in your own speech in any programme or a research paper or article. The academic honesty demands that in such a case you will have to use quotation marks to acknowledge the fact that these are not your own words but the words of the PM. The simple way to identify that a particular sentence or passage is by another writer or person is to use the ‘**exact words**’ by placing them in quotation marks (“.....”)

The PM says, “**India will eradicate hunger by 2030.**” This bold sentence is placed in quotation marks because we are using the exact words of the speaker. This is an example of Quotation.

- **Citation:** It is making use of an idea that you have derived from another person. However, some people refer citation as paraphrase. In other words, it is a way to inform your readers that some part of your material is derived from another source.

- **Reference:** The source from which you got the information or data about a particular thing. It is generally given at the end of a chapter in the bibliography or works cited section.

- **Documentation:** In research, it is a piece of information that verifies and confirms whether something is true or not. Therefore, it may be said that documentation is the process of

validating the fact and truth. Documenting source in research is also an act of acknowledgement whatever resources researcher has used for compilation of his draft.

Now that we have learned about these terms, it is important to know some of the style guides that have set certain rules to follow with reference to documentation of any academic draft. Hence, a style guide is a reference book that provides rules for writing in a specific discipline. These include how to format citation and references which are specific to any field of study. We shall discuss few of the style guides that are used in different disciplines to help you choose the right one for you. Some of the popularly used style guides are mentioned below:

- *Modern Language Association (MLA)*
- *American Psychological Association (APA)*
- CSE/CBE
- *Chicago Manual of Style (CMOS)*
- *Scientific Style and Format (SSF)*
- *American Medical Association (AMA) etc...*

Remember that these style guides get updated frequently. As in case of MLA, we have different editions available like MLA 6th (2003), MLA 7th (2009), MLA 8th (2016) and the latest MLA 9th Edition (April 2021). In a similar way, other style guides also are updated from time to time. There is either some addition or subtraction in the format, citation, or referencing skills or any other aspect of documentation rules in every updated style guide. Therefore, to keep yourself updated please refer to the latest edition of the style guideline that you are using or referring in your document. We will see in the later part of this unit some of ways to quote, cite or provide reference through different style guide like MLA, APA etc.

Check your progress

1. What is a Style Guide?

20.2.1 Modern Language Association: (MLA)

The MLA handbook is published by the Modern Language Association, the authority on MLA documentation. It is widely adopted by academic institution like universities, colleges and

secondary schools. It gives a comprehensive and step by step advice on important aspects of research writing.

In MLA, we have two components:

- In-text Citation
- Works Cited

In-Text Citation: Whenever you quote anything from any source, you cite it in the running text of the document by the name of the author and the page number of the book on which that particular information is enlisted.

Example:

The two pillars upon which a theory of criticism must rest are an account of value and an account of communication (Richards 20).

Remember **parenthetical citation (Richards 20)** suggests that the particular passage or sentence has been derived from a book written by the author named Richard. Moreover, this particular passage appears on the page number 20 of the same book. The entire information about the source is found at the end of chapter or thesis keyed in bibliography or works cited section. In bibliography section, the following details are mentioned in a sequential order.

- Name of Author. (Use surname first)
- Title of Work.
- Publication Place:
- Publisher's Name,
- Year of Publication.

Therefore, the above citation will appear in the reference section or bibliography in the following manner.

In Works cited/Bibliography

Richards, Ivor Armstrong. *Principles of Literary Criticism*. London: Routledge & Kegan Paul, 1924.

Now let us understand few things, it is important to use proper punctuation marks in documentation.

- We use surname of author in the works cited. Then a period (Full stop .) is placed after the name of author.

- The name of books, magazine or journals is italicized e.g *Principles of Literary Criticism*.
- A colon (:) is placed after the name of the publication place. e.g- **London:**
- A comma (,) is placed after the name of publisher. e.g- **Routledge & Kegan Paul,**
- At the end of the publication year, a period or full stop (.) is placed. e.g **1924.**
- In other case if we mention the name of author in a running text then only the page number is given in parenthesis at the end of quotation.

Example:

Richard states that, “The two pillars upon which a theory of criticism must rest are an account of value and an account of communication **(20).**”

Now let us take another example, this is part of the poem from the book of Mudasir Ahmad Gori titled *Screaming Silence* published in the year 2021.

Example:

Let me speak to rain
 And sway in emotions.
 Let me tell rain
 When you drop tears,
 It bring respite
 To the incapacitated being
 Like the drenching and soaking
 Of the dry fissured soil (Gori 82).

Check your progress:

Now place the details given below in a bibliographical order as we have done in the earlier example of (**Richards 20**). The details are not properly cited. You have to arrange them in sequential order to make it complete for a bibliography entry.

Example: Delhi, Global Press: Mudasir Gori, *Screaming Silence*.2021.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

➤ **Two or more works by the same author:**

In case of citing two or more works by the same author, you should give the name in the first entry only. Remember in the second entry in place of name of the author you should type **three hyphens** followed by a **period** and then the **title of the work**. These three hyphens stand for the name of the author. However in case the author has not written the book but edited or translated then after three hyphens you should place a comma followed by the appropriate abbreviation like *ed.*, *trans.*, or *comp.*, before you mention the title of the work.

Example

Gori, Mudasir. *Screaming Silence*. Delhi: Global Publishers, 2021.

---. *Cultural Studies in India*. Delhi: Prakash Publishers, 2022. (**two works by the same author**)

---,ed. *Cultural Studies in India*. Delhi: Prakash Publishers, 2022. (edited work by same author)

---,trans. *Cultural Studies in India*. Delhi: Prakash Publishers, 2022.

➤ **An article in a scholarly journal.**

There are three main divisions for citing of a scholarly article from a journal.

- a) Author's name
- b) Title of the Article
- c) Publication Information

Author's name: You should take the name of author from the research paper or article. Now use the surname as first entry followed by a comma and then the first name followed by a period.

Example:

Gori, Mudasir (**while the actual name is Mudasir Gori**)

Remember that you have to give full name of the author and do not use abbreviation like M.G for Mudasir Gori or G. M for Gori Mudasir. However, if a journal does use some initials you can use them too.

Title of Article: Here again we have to give full title of the article. However the title of the article must be kept in quotation marks and not italicized.

Example:

Gori, Mudasir. "Impact of Pandemic on Human Lives."

Publication Information:

Now that we have mentioned the name of author and title of the research article. It is time to place publication information in the entry. After the name of author and title we have to mention the name of the journal in italicized then volume number, a period then issue number year of publication (**in parenthesis**) a colon, the inclusive page number, a period, the medium of publication consulted.

Example:

Gori, Mudasir. "Impact of Pandemic on Human Lives" *Creative Flight* Vol.1 Issue.2 (2021): 15-20. Print.

20.2.2 American Psychological Association: (APA)

Now let us understand how references are cited as per APA format. We will look at the In-text citation and Works cited or bibliographical format of APA. The example of (**Richards 20**) in the MLA format will now be presented in APA. The main difference between the MLA and APA style guide is that of **Year** of publication presented apart from name of **author** and **page number**.

APA In-Text Citation:

Example:

The two pillars upon which a theory of criticism must rest are an account of value and an account of communication (Richards, 1924, p.20).

In the Bibliography or Work Cited:

Richards, I.A. (1924) *Principles of Literary Criticism*, London: Routledge & Kegan Paul.

The Difference between MLA and APA:

The above examples depict some differences between MLA and APA documentation style. Let's find out these differences.

We mention **full name** of author in MLA, no abbreviation is used for name of author.

E.g. **Richards, Ivor Armstrong**

Whereas we can mention the name of author in initials or abbreviation as well.

E.g. **Richards, I.A.**

All the first letters of content words in title in MLA are capitalized. Earlier the name of the **title** was underlined in MLA but later editions suggested that the name of the book should be italicized.

E.g. **Screaming Silence (Earlier edition)**

E.g. ***Screaming Silence (Later edition)***

Whereas the first letter of the first word only is capitalized in APA.

E.g. ***Screaming silence***

The publication year is mentioned at the last in MLA format

E.g. **Gori, Mudasir. *Screaming Silence*. Delhi: Global Press, 2021.**

Whereas it is mentioned after the name of author in APA.

E.g. **Gori, Mudasir. (2021) *Screaming Silence*, Delhi: Global Press.**

The year of publication is not bracketed in MLA format

E.g. **1924**

Whereas in APA format the year of publication is bracketed.

E.g. **(2021)**

We mention the page number after the name of author in MLA without letter **p** in running text.

E.g. **(Gori 82)**

Whereas we mention page number with letter **p** after the year of publication in APA format.

E.g. **(Gori, 2021, p.82)**

However, in both of these style guides the first line of entry in bibliography or works cited is a flush with a left margin and if the reference runs more than one line then following lines are indented. Here we will take one example in the APA format and see how we indent the following line. Just one tab from left in the second line and it will be indented.

Example: (APA)

Anson, Chris M and M. and Robert A. Schwegler, (2002) *The Longman Handbook for Writers and Readers*. Second edition. New York: Longman.

Check your progress:

Place the following details in a sequential order of APA format with punctuation marks and the other necessary requirements.

Example: Mudasir Gori *Screaming Silence* 2021 Global Press Delhi.

1. _____

2. _____
3. _____
4. _____
5. _____

20.2.3 *The Council of Science Editors- CSE/CBE*

The Council of Science Editors was earlier known as ‘The Biology of Editors.’ In this style guide citation usually depends on numbers. However, it is not kept in any parenthesis. It uses a superscript number at the end of a reference or sentence or a passage. This superscript is arranged in the sequential order in the reference, or bibliography. It is important to note that superscript is placed after the punctuation marks of quoted sentence or passage. There is no space between the punctuation mark and superscript.

In-Text Citation

Example:

The two pillars upon which a theory of criticism must rest are an account of value and an account of communication.¹

In the Reference

Example:

¹Richards, I.A. Principles of Literary Psychology. London: Routledge & Kegan Paul; 1924. 283 p.

Points to Remember

- In this citation style spaces are used after colon and semicolon which separate publisher, date and total number of pages.
- Semicolon (;) is used after name of the publisher.
- The total number of pages of the book is mentioned after the year of publication. Moreover small (p) indicating pages is placed after the total number

20.2.4 Chicago –Manual Style Guide:

As we saw in CSE/CBE, Chicago style guide also uses superscript righter after the completion of quotation. However, it is keyed at the end or the bottom of the page which are popularly known as **endnotes** or **footnotes**. These notes or footnotes are separated from the page

by a typed line 1.5 inches long. In case of endnotes the title is not *References* but *Notes*. In the footnote or endnote the same number is used without superscript. A period (.) is placed after the number and two spaces (**Two spacebar tabs on your key board**) are given between number and the author.

In-Text Citation

Example:

The two pillars upon which a theory of criticism must rest are an account of value and an account of communication.¹

In the Notes (*References*)

The above sample entry will appear in the following way.

Example:

1. Richards, Ivor Armstrong, *Principles of Literary Criticism* (London: Routledge and Kegan Paul, 1924), 20.

Points to Remember

- In this referencing style the city of publication, publishers and the year of publication is placed outside the bracket without any **p** or **pp** abbreviation for pages.

20.2.5 Harvard Referencing Style:

It is similar to APA style guide in **in-text citation**. Like APA, Harvard Referencing Style citation format is Author-year. In case a researcher uses a quotation then citation is placed in the author-year and page number format.

In-Text Citation

Example:

The two pillars upon which a theory of criticism must rest are an account of value and an account of communication (Richards 1924).

or

Richards (1924:20) ‘The two pillars upon which a theory of criticism must rest are an account of value and an account of communication.’

In the References

Richards I.A. 1924. *Principles of Literary Criticism*. London: Routeledge and Kegan Paul.

Check your progress:

- Give one example of in-text citation from Chicago Style Guide format.

-
-
- Give one example of in-text citation and reference from Harvard Style Guide

-
-
- Write one example from each MLA and APA style guides for Works cited or bibliography.
-
-

20.2.6 Let Us Sum Up:

From the above discussion, it is clear that there are various ways of documenting a source from different style guides like MLA, APA, Harvard etc. As we know that documentation is an important process for any academic project like a dissertation or a doctoral thesis. Therefore, the need to cite properly in any academic document becomes inevitable. The need is to use relevant and an updated style guide for your document. As in case of MLA, it is used by language and literature people or APA by Social science academic fraternity. Similarly Science background based people make use of CSE etc. Irrespective of the fact whichever style guide you are making use of. It is important to know some of the basic quoting, citing or referencing skills of the style guide and that is what we have tried in this unit. We have not given a detailed description of all style guides but some basic information from some of the commonly used style guides. This may be considered as a limitation of our unit.

It is advisable to consult these style guides to help you in the learning of Referencing skills. You can collect information from varied sources easily. These style guides are available online too. Therefore, help yourself by going through these style guides and update your referencing skills as may be requirement or demand of the academic document for your case.

20.3 Learning Outcomes

Upon the completion of this Unit, you should be able:

- to know about different style guides used in academic writing
- to know MLA and its basic style of referencing
- to know APA and its basic style of referencing
- to know *The Council of Science Editors -CSE/CBE*
- to know *Chicago –Manual Style Guide*
- to know *Harvard Referencing Style*
- students are able to know which style guide would be proper for their respective subject.

20.4 Glossary

Style guide: A manual/journal used to determine the writing style of a document. Manuals of style include IEEE, ACM, AIP, Turabian, ACA, and APA among others. Academic journal author guides are also accepted. The student must follow a style guide approved by their department when writing the manuscript. The style guide determines the method of in-text citations, references, and the use of numerals, terms, etc. The Thesis Office must be informed of which style guide was followed. Chapters prepared for or submitted to journals may use different style guides.

Double Space: Extra space between lines of text. The majority of this handbook is double-spaced. In this glossary, there is a double space between each entry.

Em/En Dashes: Punctuation that can be used in place of commas, parentheses, or colons. In many style guides, an en dash is used to indicate a range (e.g., 10–20) or to give equal weight between two items (e.g., a London–Chicago flight). An em dash is used similarly to a comma or colon to amplify a digression from the text (e.g., Studies—published and unpublished—are included). Consult your style guide for exact uses. An em dash (—) is longer than a hyphen (-) or en dash (–).

Bibliography: The list of the books given at the end of a thesis or dissertation. It is also called Works cited or References

In-Text Citation: The citation which is given in the running text of a document and not at the end of it.

Footnote: An extra piece of information that is added at the bottom of a page in a thesis.

20.5 Sample Questions

20.5.1 Objective Questions:

a) Fill in the blanks:

1. MLA stands for_____
2. The full form of APA is _____
3. Footnote is given at the _____ of the page.
4. Bibliography is given at the _____ of a dissertation or thesis.
5. Bibliography is also called_____in some cases.

b) Underline the details asked in each statement:

1. Gori, Mudasir. *Screaming Silence*. Delhi: Global Publishers, 2021. (Publisher)
2. Gori, Mudasir. *Screaming Silence*. Delhi: Global Publishers, 2021. (Surname)
3. Gori, Mudasir. *Screaming Silence*. Delhi: Global Publishers, 2021. (Title work)
4. Gori, Mudasir. *Screaming Silence*. Delhi: Global Publishers, 2021. (Publication Place)
5. Gori, Mudasir. *Screaming Silence*. Delhi: Global Publishers, 2021. (Publication year)

20.5.2 Short Answer Questions:

1. Write a short note MLA.
2. Write a short note on APA.
3. Give one example of Reference citation from APA
4. Give one example of reference citation from MLA
5. What is a style guide?

20.5.3 Long Answer Questions:

1. What is documentation? How is it important in academic writing?
2. Bring out the some of the differences between MLA and APA style of referencing.
3. Write short notes the following
 - a) Citation
 - b) Bibliography
 - c) Footnote
 - d) Endnote

20.6 Suggested Learning Resources

1. Quadri, Syed Mohammed Haseebuddin. (2011) *The Craft of Language and Literary Research*.
New Delhi: Atlantic Publishers.
2. <https://www.mla.org/MLA-Style>
3. <https://apastyle.apa.org/>
4. <https://www.adelaide.edu.au/>

Unit - 21: Tips for Effective Public Speaking Skills

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21.0 Introduction

Public speaking is a very rare skill among all other skills of using a language. Speakers while speaking publicly face difficulties. In fact, any speaker of a language who is willing to learn/improve his/her public speaking should accept and use various tactics. In order to improve public speaking skill, the speaker should be known to the ways and uses of the language in different fields and enthusiastic enough to use the same in his/her speech. The unit on “Public Speaking” intends to discuss some quick and easy tips with modern strategies available for the art of public speaking and to enhance public speaking skill for the students.

In the present world of meetings, conferences, networking events and many other technology backed activities, many traditional skills are sidelined but effective public speaking is

still considered a necessary life skill. An effective public speaker always wins the hearts of his/her listeners whether in politics, academics, religion or in the professional world. Effective speaking deals with the ability to speak precisely what you wish to say in a way that is heard and understood easily. Good communication skill is the need of all times and when it comes to public life, your ability to speak publicly leads your success in professional or public life. Public speaking ability can benefit you in a variety of fields because it is necessary to talk effectively in every aspect of life, and those who can effectively deliver presentations and speak to others are in high demand.

Many people are afraid of public speaking, and many people don't want to talk in front of others because they don't know how to convey their thoughts through speech, express opinions, or understand what others are thinking about them. But we also witness other people who don't hesitate to speak or share their ideas regarding the matter because they know how to communicate successfully in public, as evidenced by their posture, gestures, and intonation. We can talk effectively in public, just like those who are successful using this art, by improving and practicing our posture, gesture and tone. Let us go ahead in this regard.

21.1 Objectives

The objectives of this Unit are mentioned below:

- Updating your knowledge about the art of effective public speaking.
- Informing you about the prominence of public speaking in social and professional life.
- Assisting you to attain required abilities in order to become an effective speaker first and an effective public speaker in succession.
- Motivating you to learn and use tactics to improve public speaking skills actively.
- Inspiring you to express themselves assuredly.
- Making you understand the audience they are going to speak with.
- Encouraging you to reiterate thoughts from the target source in their own words.

21.2 What is Public Speaking?

Public speaking which is an art and often a result of hard work and dedication is one of the oldest skills. Public speaking had never been easy even for the masters like Mark Twain. Twain once said, “It usually takes me more than three weeks to prepare a good important speech”. The same is also known as rhetoric or oratory or oration which traditionally meant to have a persuasive or impressive effect; through which speaker speaks his audience face to face. But nowadays, this comprises any form of speaking such as formal or informal to an audience, including pre-recorded speech delivered over great distance by means of technology. Public speaking is used for many different purposes but the most common and usual fields are teaching, persuasion and entertainment. The result of public speaking is often pre-decided by the speaker based on his understanding of the audience. The same speaker, with the same calculated purpose, may convey a significantly different message to two different audiences. The point is to change something, in the hearts, minds, or action of the audience. Public speaking has two main components. First and foremost is the content. Content means what you say and deliver. It is very important to think over and organize your thoughts and ideas while preparing mentally your message and equally important, how you say it? Alexander Gregg puts it in proper words, “There are three things to aim at in public speaking: first, to get into your subject, then to get your subject into yourself, and lastly, to get your subject into the heart of your audience”.

The matter of your talk defines how influential your talk is going to be. In absence of an addressing and appealing delivery, the speaker loses the audience’s attention and fails to communicate his/her message. To become an appealing orator, it is essential to rehearsal your say and the way you are going to say the same. Things like keeping eye contact and speaking loudly and clearly, integrating movements that boosts your communication and keeps your audience involved which eventually leads you into the making of an influential public speaker.

Public speaking is the tool using that tool you can express your knowledge and ideas before people. This tool is probably the oldest and very fundamental thing in selling things mostly in the form of ideas. Being able to verbally communicate effectively to other individuals or to groups is essential in schools, colleges, and organizations but this ability has become a dire need and must have thing in business houses and in our personal lives as well. Some of the major

types of public speaking are- informative, persuasive and entertaining. Let us explore these three major kinds of public speaking categories for better understanding.

Informative Public Speaking:

With an intention of sharing information or ideas when somebody speaks/presents before people on a topic pre-decided is informative public speaking. Business/Academic/ professional presentations or Seminars in academic or even in other type of gatherings are the examples of informative public speaking. There are many such fields in day-to-day life, where people from these multiple areas with their expertise help us understand/know certain things. The basic intent/idea behind any informative public speech is to provide enlightenment about something to the audience who is ignorant about. The speech may explain/demonstrate/describe something the audience wishes to know about. The same knowledge/information exchanged by the speaker should be easily understood and used by the listener should be the ultimate goal of such speeches. In our time even YouTube videos can also be considered as a source of informative public speaking in recorded speech category.

Persuasive or Convincing Public Speaking:

Persuasive or convincing speeches are the speeches that intend to persuade or convince its audience. These speeches aim to influence and change the opinions of the audience. Language used by sales and marketing people to promote/serve/demonstrate could be taken as a very good example of persuasive speech. In the course of persuasive speech, the situation is not entirely under the speaker's control. The speakers rather need to have that skill of audience analysis. The responses of the audiences need to understand while speaking, so as to have the effect of the speech. Thus, the speaker in this kind of public speech should keep an eye on the audience and his response and keep modifying/convincing/ascertaining his ideas and deliver his say systematically. Even political speeches, religious or spiritual leaders through their excellent skills of persuasion convince their audience. It is not always a word game but a combination of both, appropriate words and content/references/resources.

Amusing or Entertaining Public Speeches:

Amusing or entertaining speeches are the speeches that aim at captivating the attention of the listener and make them feel delighted/amused/humored. Poetry reading/recitation performances, storytelling sessions, dramatic performances and the recently popular stand-up

comedy shows are some of the known examples of entertaining public speeches. Not only this, even a good public speaker of a political party leaves you enthralled with his speech. Mostly, kind words, appreciation, humor, irony, paradoxes and even satire entertain in such speeches. What entertains an audience is very different thing to know but a good public speaker can read his audience well in time and accordingly he modifies his delivery and wins the situation. Public speaking will make you learn invaluable skills which will help you in making an effecting presentation and many other things of day-to-day use. Some of the things of benefit are given below. They are just a few. The list may go long ahead.

1. One can learn to organize one's own ideas/thoughts and present them in logical sequences.
2. One can learn to utilize vocabulary to its maximum advantage.
3. You learn to describe your points appropriately with the use of facts, examples.
4. You acquire to control your voice and make it pleasant to the ears.
5. You also learn to control and convey your emotions dramatically using the words effectively.
6. You appear more presentable, more confident, more mature and more positive to your listeners.

Check your progress:

1. What is it that decides the impact of speech on the audience?
2. What are the different types of public speeches?
3. What is the target on the part of a speaker in his speech?

21.2.1 Tips for Effective Public Speaking Skills:

21.2.2 Prepare and Organize Your Speech:

Dale Carnegie says, "Only the prepared speaker deserves to be confident". Meaning by that, confidence is the key and preparation is the way to have confidence. The best way to overcome nervousness is to work some more hard in the same area. Find more time and go through your draft repeatedly. On reaching the comfortable stage in case of your content and the delivery, the speaker should mark it and should not go away from the same. You can record your own speech or better get an easily available member of your family or friend as your first audience and critique. There is no fixed way for preparation but continuous efforts in correcting yourself can help you go ahead. Going ahead, the speaker should create an outline of speech to be delivered. He/she should literally write down the topic, its broad purpose, specific purpose, main idea, and important points well in advance. The speaker should ensure how he will grab the

audience's attention in the first few seconds. Write down the points so that wherever you forget or lose the track points will help you to come back on track.

21.2.3 Don't be Perfect but Ask for Feedback and Improve:

There is no perfect communication or speech and no speaker is perfect all the times. Good or better speech is always result of hard-work and dedication. The speaker needs to invest his/her valuable time in preparation. The audience should be the focus of attention while preparation and even when it is delivered. Need to give serious thought over the audience's interests and should keep catching their reactions even while speaking before them. The speaker should keep his entire schedule ready but with flexibility. If the situation demands, changes are needed. Seeking feedback of the audience helps the speaker understands his/her flaws and can improve further.

21.2.4 Be Yourself and Do Not Copy/Follow Others:

In public speaking you need to be a genuine personality. Once your audiences accept you as an individual, then you can shine as a speaker. But, if you copy somebody or show something that is not you or your style may create a bad impression among the audiences. D. H. Lawrence says, "Be still when you have nothing to say; when genuine passion moves you, say what you have got to say, and say it hot". Tell people your own experiences, your failures, your fears and how you as a speaker overcome them and became a self-improved human being. Every speaker has some message that he/she feels from within. Mostly it is your increased heartbeats, trembling hands and legs and even tongue turns heavy. Sometimes speakers due to fear but the speaker should not give it up or take it for granted that he/she is going to lose this opportunity and one more thing to consider, don't try and memorize every single word of your presentation. You're not an actor memorizing a movie script. You're a topical expert who has prepared an outline so the content can flow and you're just speaking about what you know. With an intention of winning hearts of people if you get into some false verbose, you cannot be confident for long and often such word play results in mesh. Something that speaker is not sure and true about he speaks how will the audience believe as true? Instead, just be yourself. This will allow you to relax and feel far more confident, because you don't have to spend time or energy "being" something you're not. Carnegie puts the same idea in the words, "Speakers who talk about what life has taught them never fail to keep the attention of their listeners".

21.2.5 Identify Your Audience:

Identify your audience on the basis of their age group, the issue they are here to deal with, the area to which most of them belong etc. You should formulate your message carefully. It should be well framed taking into account the desired audience. Try to read and understand your audience so that you can make a choice of words accordingly. Your overall level of framing your information and keeping the motivation level very high of the target audience should be well thought. You should use these tools very carefully, they should not be used too many so as to refrain your speech turning verbose. Your language and sentences should deliver your message clearly without creating any confusion or trouble among the audiences. Once you identify your audience you can put changes as per demand, you can engage them with some activity or make it a two way interactive session or allow them to ask questions and many more things. Try to build a trust with your audience that you have the potentials to change their life and help them to improve themselves.

21.2.6 Use of Language and Confidence:

Language is a bridge that connects the speaker to the audience. It changes with area as well as audience. Speaker should use various phrase in his/her speech or quotes of some famous identity so that the audience connects and understand the link as well as the point. For effective speaking, a speaker should change his/her language with time and also use some funny stories or jokes to entertain the audience. Talk fluently and confidently. Stay calm and focused while dealing with audience. When you are calm and focused, you can manage your thoughts better. In short, what W. B. Yeats says about use of language by a speaker sounds perfect here, “Think like a wise man but communicate in the language of the people”.

A speaker is confident while speaking because of his focus on his target audience and his understanding of their needs. He tackles their needs guiding them through speech. Such confidence of the speaker literally rules the mentality of the audiences assuring them success for sure. By adjusting speed of his speech, the speaker very carefully questions and answers the queries and doubts of his audiences. A confident speaker builds trust among his audiences giving them a sort of purpose through his message. In absence of confidence they come across as a bit shady or having something to hide. Confidence projects not only authority but a sense of transparency. As you have nothing to hide from the audience, they help you build a trust and shape your things to offer them. You have to physically feel well to feel confident. So be sure to

get plenty of rest before the big day, eat well, avoid drinking too much coffee beforehand and get a bit of exercise in the morning to release any nervous energy.

21.2.7 Be Authentic and Reliable:

Give some real life examples of your life or from a known or famous personality. As a speaker your first task is to show mirror to audience because once you know the problem or cause then only one will try or attempt to solve it or cure it. Mahatma Gandhi wrote all his faults/ his flaws in his own autobiography which make him and the readers to be the change they want to see in the world. The more prepared you are, the more confident you will feel. Practice saying your presentation out loud. Avoid impressing your audience because there is a chance of being pretentious. This pretention takes your confidence as you know you are not true. Once you lose your own truth and confidence, how can you win the same thing of your audience? Instead, just be yourself. This will allow you to relax and feel far more confident, because you don't have to spend time or energy "being" something you are not. Also, ask some friends and family if they will listen to you and give honest feedback. Should they have some critiques, don't feel defensive, instead take them to heart. Perfection is an illusion. Nobody is perfect. Big names in motivation also forget what they were talking, it's quite normal. Audiences also care very little for this forgetfulness of the speaker. The established connect between them need to be strong and that is possible with persistent focus, understanding and being human to help others. The speaker need not be a superman just he should be real one.

21.2.8 Don't Read and Take Care of the Common Objections:

Reading a speech though not bad but in public speaking, audiences expect something different from the speaker. Public speaker in the minds of the people still is an extraordinary person. He is the one who makes the audience mesmerized with use of language and message. If he reads his speech, it creates a very bad impression on his audience. It breaks the bond of trust among the audience and the speaker. The speaker can use some notes kind of things so as jog his memory but reading from a script or from slides in presentations should be avoided. So, at the most avoid reading when you talk and even if you do, limit it to points only.

Some of the audiences may be unconvinced by the deliberation of the speaker. The speaker cannot overlook or avoid such doubts by the audiences. Rather the speaker should make it a point and should answer such doubts in the speech itself. This will help many others to have answer of the questions they have in their minds as well. Satisfying such common

doubts/objections adds into the appropriateness of the speaker which ultimately results into his reliability.

21.2.9 Ensure Your Speech Concerns Facts and Values:

The public speaker needs to take care of this important aspect in the speech. In no way your speech should counter the facts prevalent. Most of the informative speeches facts play a major role and based on the factual information the end result of the speech will be dependent. Likewise, values play equally important role in deciding what is right and what is wrong. The society has set these norms and they are often held high. The speaker cannot overlook or show disrespect to any such highly respected or valued things in that context respecting the individuals, society and nations or cultures.

21.2.10 Articulate the Goals of Your Speech:

No speaker speaks to invite any kind of controversy or to earn any kind of defame. On the other side, the speaker very carefully designs his speech so as to include all and reaching close to the audiences, speaker communicates to become one with them. Of course, certain situations or speakers exploit and create divide in absentia of others but within the limits of physical presence, the speaker attempts to encash everything that he has invested through preparation of the speech.

Certain other things help in the success of public speeches. Beginning and end of the speech does matter. Normally people do not like a speech that begins by saying, “Today I am going to talk about....”. Instead people love to listen beginning a speech with some story, quoting somebody or with an anecdote. Andrii Sedniev says, “If you don’t use stories, audience may enjoy your speech, but there is no chance they’ll remember it”. Such is the importance of stories, quotations and anecdotes. You try to sum it up with a brief revision and a strong statement your audience should take off.

21.2.11 Effective Use of Your Voice and Hands:

Public speaking demands a very decent and effective communication. The speaker should be eloquent in the use of language and should have through knowledge and skill to make use of his/her body language, gestures and postures. This effective use of their body language carries a considerable part of your message. Non-verbal communication carries most of the message. Hence, the speaker should use his/her voice very carefully with his body as well. Thus, if

managed these all things, the speaker can deliver his message and can easily seek attention of his audience without getting distracted.

Check your progress:

1. What effect does reading from notes create about the speaker?
2. What should be the goal of the speaker?
3. How identifying audience does help the speaker?

Conclusion:

The need for adopting new techniques and tricks to know and improve public speaking skill has been a real necessity. Even in our time these new methods and techniques will aid the learners in developing their public speaking skills. Among the things to remember are truth, ease of saying, saying easy and light things are a few. The speaker needs to know and maintain the mood of his audience during speech. So the concern people who are professionals, teachers of languages and others should make their students learn these new methods and techniques and improve their public speaking skill for better future. Further, the speaker should understand how preparation is the key to success in this activity. Knowing your audience helps you in getting ready to resolve their doubts. Delivery of the speech is one another important segment. Here the speaker needs to be confident. Only early start in preparation and calm of mind on time will help in creating an atmosphere of ease and understanding.

21.3 Learning Outcomes

At the end of this Unit, you should have had an understanding of the difficulties in effective public speaking skill and the exact methods and techniques to overcome them.

21.4 Glossary

Persuasive: Good at persuading someone to do or believe something through reasoning or the use of temptation.

Content: The things that is included in something

Rhetoric: The art of effective or persuasive speaking or writing, especially the exploitation of figures of speech and other compositional techniques.

Life Skills: A skill that is desirable or necessary for full participation in everyday life.

Gesture: A movement of a part of body, especially a hand or the head, to express an idea or meaning.

Posture: The position in which someone holds his/her body when standing or sitting.

Adverse: Contrary to one's interests or welfare

Script: The written text of something. Especially hand written early draft of something.

Comprehension: Ability to understand the meaning or importance of something

Non-Verbal Communication: It refers to the ways in which beings convey information about their emotions, needs, intentions, attitudes and thoughts without using verbal language.

21.5 Sample Questions

21.5.1 Objective Questions:

1. Public speaking is also known as _____.
 - a. Oratory
 - b. Rhetoric
 - c. Both A and B
 - d. None of the above
2. Public speaking has _____ effects.
 - a. Permanent
 - b. Persuasive
 - c. Impressive
 - d. Persuasive and impressive
3. **The first step in being effective public speaker is _____.**
 - a. Being original
 - b. Using voice properly
 - c. Answering common doubts
 - d. Preparation and organization

4. Ideally an effective speaker should begin his speech with _____.
- An announcement
 - An anecdote
 - Some story
 - A song

State whether the following statements are True or False

- At the advent of technology in last two decades, the traditional idea of effective public speaking has changed.
- 'Be yourself' is the most important facet in effective public speaking.
- Effective public speaking never entertains.
- Humors, Irony, sarcasm, comedy are the ornaments in public speaking.

Fill in the blanks

- _____ helps the speaker to have feedback from audiences.
- _____ has great impact when a speaker begins his speech with.

21.5.2 Short Answer Questions:

- How does preparation in advance prove beneficial for a speaker?
- What role does 'Face reading' play in public speaking?
- What are the first two steps in being an effective public speaker?
- Explain 'Effective Public Speaking'?
- How can an effective speaker make use of his body parts?

21.5.3 Long Answer Questions:

- Discuss the role of 'honesty' in the making of an effective public speaker.
- Explain 'Confidence is the key to success in public speaking'.
- How do you substantiate to the view, "An effective Public speaker is never made but born".

21.6 Suggested Learning Resources

- Cooper, Michael. (2021) *Effective Communication Skills*. Google Ireland: Stephan.
- Carnegie, Dale. (2020) *How to Win Friends and Influence People*. New Delhi: Arushi Book Enterprises.

3. Lucas, Stephan. (2014.) *The Art of Public Speaking*. Noida: Macmillan India,
4. Carnegie, Dale. (2019) *Develop Self-confidence Improve Public Speaking*. Delhi: Open Books.
5. <https://professional.dce.harvard.edu/blog/10-tips>
6. <https://www.coursera.org/learn/public-speaking>

Unit - 22: Delivering a Persuasive Speech

Structure

22.0 Introduction

22.1 Objectives

22.2 Delivering a persuasive speech

22.2.1 Aim of persuasive speech

22.2.2 Components of a Persuasive speech

22.2.3 Theories of persuasive speech

22.2.4 Conventions of persuasion

22.2.5 Let Us Sum Up

22.3 Learning Outcomes

22.4 Glossary

22.5 Sample Questions

22.6 Suggested Learning Resources

22.0 Introduction

From the moment we wake up, until the time we sleep, we are surrounded by people. Whether you are an introvert or an extrovert, whether you like it or not you have to interact with people. Speech and language are basic for social interaction. Speech is the expression of ideas and feelings by humans through formulated sounds that we utter. It is one way that we express language. It is a good way of enhancing your credibility. There are four basic types of speeches that we use on a regular basis. These are: to inform, to teach, to entertain, and to persuade. There are several purposes going on in your mind when giving your presentation. Some might inform the listeners and some try to persuade them to act on the information. However, the principle aim of a persuasive speech is to convince the listeners, to accept his or her point of view. In other words it works to convince people to change in some manner: they think, the way they do something, or to begin doing something that they are not presently doing. The speech is organized in this way so as to optimistically make listeners to accept each and every part of the uttered perspective. Although the inclusive aim of persuasive speech is to persuade the listeners to acknowledge a viewpoint, not many listeners are convinced by an individual speech and not

all perspective can convince the listeners. The outcome of a persuasive speech is frequently evaluated by the listener's tendency to regard the speaker's statement.

Examples of persuasive speech

- The salesperson is trying to persuade the listeners to purchase his or her product or service. If the seller gets successful in convincing, the listeners (the persons being sold to) will choose to buy the product or service offered.
- A lawyer convincing a judge in court, debating about whether the suspect is innocent or guilty of the crime he had done in the past.
- A student representative trying to convince the administration of school to grant the permission for dance class.
- A girl teenager trying to convince her parents that she needs to go abroad for further studies.
- Movie trailers make effort to convince us to go see a movie.
- Become an organ donor.

One of the famous examples of persuasive speech in literature



Source: Google Images

- Excerpt from Mark Antony's speech in Julius Caesar

“Friends, Romans, countrymen lend me your ears;

I come to bury Caesar, not to praise him.

The evil that men do lives after them;

The good is oft interred with their bones;

So let it be with Caesar. The noble Brutus

Hath told you Caesar was ambitious:

If it were so, it was a grievous fault,

And grievously hath Caesar answered it.

Here, under leave of Brutus and the rest–

For Brutus is an honorable man;

So are they all, all honorable men”–

The discourse is Mark Antony’s obsequy talk over Caesar, who Brutus has conspired to kill.

“Brutus is an honorable man” is sarcastic, as Antony is trying to depict Brutus as cruel and dangerous. He succeeds in turning the Roman people opposed to Brutus and the other killers.

22.1 Objectives

The objectives of this Unit are to:

- understand persuasive speech and its examples
- understand the goals of persuasive speech
- know about the theories of persuasion help students understand the ethics of persuasion

22.2 How to Deliver a Persuasive Speech

Everybody at certain point in their lives learn to communicate with others like friends, family members, in relationships and in workplace. The most important thing in communication is the content of subject matter. Similarly in the delivery of your persuasive speech what matters the most is the audience, it should be persuaded to agree with your views. From entrepreneurs marketing their products and politicians seeking to earn votes to students representing their dissertations and thesis can do well from knowing how to deliver a persuasive presentment in the right manner. Persuasion speech is one of the important speeches in our language. This provides a lot of benefits that we can get. The points we need to consider before delivering a persuasive speech are given below:

Set a definite Goal

- When arranging and delivering persuasive speech, you need to set a definite goal right from the beginning.

- What do you require to attain with your presentation? What sort of response you are hoping for?
- Mark it down and start to frame your presentation around it. Ensure that your presentation's subject matter is a direct answer to your goal.
- Make an effort to avoid listing down obscure goals because this makes it difficult for you to pinpoint what you have to perform.

Be Aware of Your Audience

- If you want to deliver a persuasive speech, the basic thing you have to execute is to know your audience. You can't convince a group of people if you don't know how to attract them.
- Explore your audience, notice what they like or dislike, what fascinates them, what they appreciate, what they know about the subject of your presentation, etc.
- **Get ready In Advance**
- If you want to deliver a persuasive speech, you can't let your audience sense that you don't know what you're conveying about.
- Make sure to conquer your presentation and practice as much as you can.
- You can begin with a persuasive presentation outline and then seek to acquire everything there is to know about your theme.
- You should be capable to explain everything distinctly and respond every question adequately.
- **Use Effective Speech**
- Speak with proper loudness and speed, use variations in speed, prosody and force to enhance your meaning and maintain the attention of audience. For example
- *Don't* give up.
- Don't *give* up.
- Don't give *up*.
- Mark how changing the stress from one word to the next entirely changes how you Perceive the message.

Be open and brief

- Consider that people usually lose interest when something is taking too long or is too elaborated.
- If you want to maintain your audience's interest, you have to ensure that your presentation is brief but inclusive, without sacrificing lucidity.
- Don't dwell on insignificant details. Concentrate on the information that would have the most effect in getting your audience to do what you need them to.
- Try not to be overly proficient as well. Your audience will feel disinterest if they can't follow your presentation.

Exude Assurance

- When you give your demonstration assuredly, you give out a "*Believe me, I know what I'm talking about*" vibe and your audience will be more suitable to trust you. It will be quiet easier to convince an audience that have faith in you.
- **Create Eye Contact**
- It's easier to convince people if they feel some kind of connection with you, and one of the quiet easiest ways to do that is by simply creating eye contact.
- Creating eye contact is a basic characteristic of communication that can improve understanding. It shows attentiveness and involvement in what is being said. Therefore, whenever you make eye contact with your audience, you proclaim that they're included in the presentation not just as witness, but as the receiving end of your attempt at persuasion.
- **Allure To Their Emotions**
- People are carried to action undoubtedly where emotions are involved. Whatever you want your audience to do, you'll find that it'll be simple to persuade them if you will allure to their emotions. Emotions act as a big role in decision-making, it has to feel real like it's a part of the normal progression of your presentation. Otherwise, it would just seem manipulative.



Source: Google Images

Check your progress:

1. How is creating eye contact, the basic characteristic of communication?

2. How to remain open and brief while delivering your presentation?

22.2.1 Aim of a Persuasive Speech:

The main aim of a persuasive speech is for public to believe in your point of view as the speaker. It is delineated to cogent, incite or to invigorate the audience.

Cogent

A cogent speech is depicted to induce the audience to incorporate and consider an outlook that they did not maintained earlier. In a sense, a cogent statement changes the audience’s mind. For example, assume you are giving an eloquent speech claiming that tea is better than coffee. Your aim is not only for the listeners to hear that you like tea more, but for coffee lovers to have second thought.

Incitation

An incitation speech has a bit separate goal. It is planned to cause the listeners to perform something, to make a move. This type of speech is specifically effective if the listeners already contribute quite few or wholly of your perspective. For example, at the end of voting movement,

in reality contenders begin to emphasize on compelling their supporters to vote for them. They are trying to incite the measures of voting by their speeches.

Inducement

Persuasive speeches can too used to heighten according to what fierily the audience trusts in an idea. In this case, the narrator interprets that the audience already believes in the viewpoint, but not to level that he or she would wish. Therefore, the narrator attempts to induce the audience, building them more passionate with regarding the idea. For example, religious rituals often employ inducement. They don't try to persuade those of another belief to shift religions inevitably; there is empathy that the religious gatherings acknowledge the portion of all of the religion. Rather, they attempt to intensify the degree of faith.

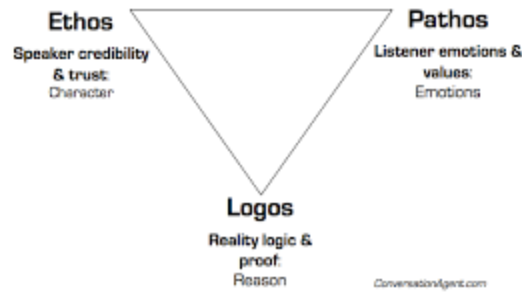
22.2.2 Components of Persuasive speech:

The persuasive skills should be structured with appraisal skills and persuasive presentation skills which appeal to three main components of persuasive speech. These components include logic, ethics and emotion. These are further named as Logos, Ethos and Pathos. These are considered as academic skills as well.

1. Logic (Logos): A persuasive speech demands reasons, purposeful words and logic that give importance to your argument. All of the information you share needs to be connected logically and develop gradually until you reach your finishing point. When delivering your topic you need to organize all of the information, facts and statements into chronological sequences that can be particular or general. With a chain of logical arguments and facts, you make your speech more persuasive.

2. Ethic (Ethos): It is an important element when attempting to persuade someone. You need to believe in what you are arguing. You can found credibility by using influential sources and real examples that prove your assumptions. At the same time, it's essential to cover all the aspects and angles and be well familiar about your topic. This is how you will make authority and make people open to what you have to say in your speech.

3. Emotion (Pathos): It plays a significant role in persuading people of something. People are more liable to change their position or perform an action when you affect them on an emotional level. While examining your topic use your facts and credibility to activate anger, sympathy, outrage or any other emotional response. This is done by applying emotional meaning, giving emotional examples, tone and speaking about future issues and their impact.



Source: Google Images

22.2.3 Theories of Persuasion:

The persuasion is foremost illustrated by two theories that seek to describe how people are affected. Robert Cialdini, in his book on persuasion, explained six “weapons of influence:”

Mutuality: Commonly humans manage to pay back a favor. In Cialdini’s conferences, he frequently uses the illustration of Ethiopia offering thousands of currency in generous aid to Mexico precisely after the 1985 earthquake. Despite of the fact, Ethiopia suffered a huge loss from famine and world war at that time. Ethiopia had been repaying for the politic support Mexico offered when Italy seized Ethiopia in 1937. In simple words, we can say it is the feedback of individuals to the activities of others.

Allegiance and stability: Formerly people devote to what they believe is correct, they are liable to a greater extent to respect that allegiance even if the primary inspiration is later detached. For example in car trading, instantly increasing the price at the zero hour works out because customers have already settled to purchase.

Communal corroboration: Individuals will tend to carry out things when they see what society is doing. In one observation, if one or more person peruse into the sky, spectators would then look up to see what they could perceive. This observation was stopped, as so crowd of people looked up that they ceased traffic.

Authority: People will incline to embrace authority figures, even if they call for to represent obnoxious acts. Ciadini mentions events like the *Milgram* trial in the early 1960s and the *My Lai massacre* in 1968.

Affinity: People are easily convinced by other people whom they like. Cialdini mentions the merchandising of Tupperware, wherein people were better liable to buy from others they admire.

Some of the prejudices satisfy more appealing people are discussed, but in a general sense more exquisitely admirable people tend to employ this impact over others.

Dearth: Perceived dearth will bring forth command. For example, claiming that offers are accessible for a “limited time only” promotes sales.



Source: Google Images

The next theory is called Kinship Based Persuasion. It was formulated by Richard Shell and Mario Moussa. The general theory is that persuasion is the art of fetching above others. The four step path is:

Examine your position: This step includes a research of the persuader’s position, goals and disputes.

Face the five hurdles: Five hurdles place the big hazard to a booming impact, confrontation-relationships, believability, involvement, communication, notions and necessities.

Create your set up: People need a good point to vindicate a conclusion, however many decisions are created on the basis of instinct. This step also deals with demonstration abilities.

Procure your dedication: As a means to secure the longtime success of a influential decision, it is essential to manage with affairs of the state at both the discrete and institutional level.

22.2.4 Conventions of Persuasion:

All coercion is not ethical. Persuasion is extensively regarded unscrupulous if it is for the reason of one’s own benefit at the cost of others, or for subjective profit without the cognition of the audience. Moreover, some methods of persuasion are entirely put down as unethical. For example, compulsion, influence and torment are not at all regarded as ethical. Ethical persuasion has a sequence of common characteristics that are absent in unethical persuasion. Ethical persuasion looks to attain the following three targets:

1. Examine the another person’s point of view.
2. Explicate your perspective.
3. Make intention.

This approach involves recommendation from the audience and a genuine clarification of your point of view. There are number of tests about the ethics of persuasion. These are:

TARES Test

Sherry Baker and David Martinson introduced a five-part TARES test to describe ethical persuasion. An ethical persuasive speech should have following essential factors:

1. Veracity in the communication
2. Originality of the inducer
3. Admiration and value for the listeners
4. Impartiality of the persuasive entreaty
5. Social responsibility for the common good

Fitzpatrick & Gauthier

Fitzpatrick and Gauthier formulated a questionnaire that should be candidly responded to discover how ethical a pitch is:

1. For what role is conviction being utilized?
2. Towards what options and along what outcomes for individual existence is persuasion being employed?
3. Does the persuasion in this manifestation add to or intervene with the decision-taking procedure for its directed listeners?

22.2.5 Let Us Sum Up:

The development of persuasive speech is conceived a process of progress through different stages as illustrated and mentioned in the unit-delivering a persuasive speech. The different techniques must be used in preparing any speech to ensure that is fairly polished and impressive. Your speech will be more appealing and free from errors in case you follow all the steps in delivering a speech. They can be motivating in shaping your speech to get the desired or intended results.

22.3 Learning Outcomes

Upon the completion of this Unit, you should be able to:

- know about speech

- understand the delivering of persuasive speech
- recognize the goals of persuasive speech
- know the theories involved in persuasive speech
- identify the tests in the persuasive speech and to rectify them
- know about the main components of persuasive speech
- improve their speaking skills
- improve their vocabulary
- know the ethics of persuasive speech.

22.4 Glossary

Allegiance: Dedication

Fierily: With passionate excitement

Persuasion: Communication intended to induce belief or action

Allure: Attract

Inducement: Motivational influence

Incitement: Needed encouragement

Exude: Make apparent by one's mood or behavior

Obnoxious: Offensive

Torment: Torture

Compulsion: Act of compelling by force

Candidly: Honestly

Merchandising: Marketing

Lucidity: Clarity

Inevitably: Necessarily

Dearth: Insufficient

Credibility: Trustworthy or believable

Booming: Successful

22.5 Sample Questions

22.5.1 Objective Questions:

State whether the following statements are **true** or **false**

1. Sherry Baker and David Martinson introduced a five-part TARES test _____
2. Robert Cialdini, in his book on persuasion defined six weapons of influence _____
3. Emotion is also known as Pathos _____
4. Mutuality is one of the six weapons of influence _____
5. Mark Antony's speech in Julius Caesar is an example of persuasive speech _____
6. Incitation cause the audience to take some action _____
7. Convincing statement changes the audience's mind _____
8. Relationship Based Persuasion was formulated by only Richard Shell _____
9. Fitzpatrick and Gauthier formulated a questionnaire that discovered how ethical a pitch is _____
10. Logos, Ethos and Pathos are the three components of persuasive speech _____

22.5.2 Short Answer Question:

1. Why do you think speech is important?
2. Mention some of the tests that we use while delivering a persuasive speech?
3. What is inducement?
4. What is mutuality in the process of speech?
5. What are the conventions of persuasion?

22.5.3 Long Answer Question:

1. List some of the components of persuasive speech?
2. How to deliver a persuasive speech? Explain?
3. Write a detailed note on the persuasive speech with the examples?

22.6 Suggested Learning Resources

1. Kendon. (2004) *Speech, Visible action as utterance*. Cambridge: Cambridge University Press.

2. Downing, Angela, and Philip Locke. (2006) *English Grammar*. London: Routledge,
3. D. McNeill. (1992) *Hand and mind. What speech reveals about thought*. Chicago: University of Chicago Press
4. R.E. Petty and J. T. Cacioppo(1986) *Communication and Persuasion. Central and Peripheral Routes to Attitudes Change*. New York: Springer.

Unit - 23: Impromptu Speech

Structure

23.0 Introduction

23.1 Objectives

23.2 Types of Speeches

23.2.1 Impromptu Speech

23.2.2 Advantages and Disadvantages of Impromptu speech

23.2.3 Tips for an Impromptu Speech

23.2.4 Examples of Impromptu speech

23.2.5 Sample Topics for Impromptu Speech

23.3 Learning Outcomes

23.4 Glossary

23.5 Sample Questions

23.6 Suggested Learning Resources

23.0 Introduction

Speech is one of the basic qualities of a human being, without which there would be no communication, and as result humans would not have grown civilized. Therefore communication for the existence of human beings is as important as breathing, eating and sleeping.

Nowadays not a single day passes without us speaking to each other. But how many times do we ponder on our words, whether they have any significance or not? In other words, how many times do we rethink or recollect our words spoken and analyze if they added any value to the listener or not if they added to the knowledge of the listener and if they made any impact on them? If we think about such facts while communicating, we might not get speech right. For example, if we are asked to deliver a speech without any prior notice in a corporate circle or in any other gathering, we would fail to gather ideas about any topic and would fail to make an impact on others. On the contrary, if we are asked to give a speech and are informed about it an hour before, we would be able to gather good quality thoughts and knowledge about any topic and would ace the speech. And if we would be informed a day or two before delivering the speech, our speech would be undoubtedly exceptional. Therefore based on the amount of

time given for preparation and based on the nature of the occasion, there are four types of speeches.

- Manuscript Speech.
- Memorized Speech.
- Extemporaneous Speech.
- Impromptu Speech.

In the next section, each of the speech types is explained briefly, with a few examples mentioned.

23.1 Objectives

The purpose of an impromptu speech is not, nor should it be, to lead you into making a thrilling, unforgettable speech that will have the audience jumping out of their seats. Rather impromptu speeches should begin with sharing with few personal experiences so that the audience may connect with you, encouraging them to ask you some questions, while your answers may extend the speech and help you think of some more ideas and experiences. Impromptu speeches can be helpful in practicing quick thinking and succinct speaking – you generally have only a few minutes to prepare a speech that is around five minutes long only. Even in this short speech, you need to construct it such that your message is understood by everyone. Practicing impromptu speeches can be a great way to build confidence for all other types of speeches and conversations, be it a speech at a business meeting or a speech at a wedding.

Most of us think of it as a worst-case scenario – unexpectedly asked to deliver an impromptu speech. Such unexpected speeches are a major challenge for even many leaders. Being asked to speak publicly of your own accord can propel the task straight into the extremely difficult, one that everyone would preferably avoid category, the “oh I am doomed” category. Negative possibilities that appear are; your brain freezes, you burble incoherently or you appear to lose all presence of mind.

Nevertheless, these scenarios happen all the time – introducing you at events, raising a toast at a birthday party, unexpectedly asked to say a few lines about any current affair, suddenly

asked questions in the middle of a presentation. Here are some tips that could be used and may prove to be helpful in such situations.

23.2 Types of Speeches

Manuscript Speech: In a Manuscript speaking a word-to-word repetition of the written script is done. While presenting a manuscript speech, the speaker maintains his or her attention on the printed script except for the case when using visual tools rather than a page. The advantage of reading from a script is that the speaker gets to repeat the exact original words, while almost nullifying the chances of making any mistake.

Examples:

A speech delivered by an assembly spokesperson on an annual budget discussion.

A Speech was given by a Chief Engineer at Engineer's day celebration.

A report was read out by a scholar during an international conference.

Memorized Speech: In a memorized speech, a speaker memorizes the entire speech and delivers it. In this type of speech, the speaker is more focused on remembering the lines rather than communicating with the audience, therefore audience does not connect with the speaker. This may result in bad feedback or a low impression on the audience.

Examples:

Delivering a topic on an annual day at college.

Extemporaneous Speech: For this type of speech, the speaker thoroughly prepares the speech but does not memorize it, like in the case of memorized speech. Preparation may include making a few notes or going through some research.

Examples:

When you need to explain to the teacher why you came late to class, you prepare an excuse.

When you are asked a question by your class teacher and you have to answer it, in front of the whole class.

Explaining to your junior, how he/she must work on the specific project.

Impromptu Speech: In this type of speech, you are given no time to prepare, rather you are asked to give a speech on the spur of the moment.

In the next section, more explanation of impromptu speech is presented.

23.2.1 Impromptu Speech:

Impromptu as a word means something that is done without any prior preparation. In an Impromptu speech, a person delivers a topic without any specific preparation. At the time of delivery, commonly a speaker is provided with a topic, mostly in the form of a quotation an object, a proverb, could be a one-word abstract, or one of the many other alternative possibilities. In an impromptu speech, generally, the speaker is supposed to speak in public without being notified earlier. These speeches are known to be the most petrifying and daunting speeches for they require you to stand up in front of a crowd and speak for a few minutes without any preparation. Even for the most veteran speakers, impromptu speeches can prove to be the most terrifying speeches. For impromptu speeches, you are required to be someone of knowledge and information.

According to Seleskovitch “Impromptu speech is readily understood and translated, while prepared speeches make greater demands on him [the interpreter] and prove less amenable to successful rendering” [Seleskovitch 1982: 241].

An impromptu speech is also said to be an act of communication, as Gile puts it “Communication is successful from the Sender's point of view if he manages to achieve his aim that is if he manages to inform, explain or convince” [Gile 1991: 191].

To achieve this aim as described by Gile, an impromptu speaker can intentionally or unintentionally use redundant words or meanings, mostly because of an act to convince the audience or an attempt to present his/her ideas more clearly. The extent of redundancy in a speech depends on the receptiveness and knowledge of the audience regarding the topic. Redundancy in a speech affects the audience’s task of interpretation in a way that gives them a second chance to comprehend and recapitulate the message or a piece of information delivered by the speaker.

Impromptu speeches are not completely impromptu, that is they are not completely unplanned or unprepared. As per Enkvist (1982), all types of impromptu speeches involve a certain amount of planning or preparation. He provides a useful sign for recognizing the central characteristics of impromptu speech and explicitly avoids the use of the expressions "unplanned" or “unprepared”[Enkvist (1982)].

23.2.2 Advantages and Disadvantages of Impromptu Speech:

An impromptu speech is a way of communication where we put forward our thoughts based on our prior knowledge, without any preparation. This communication is done on the exact spur of the moment and the receptiveness of the audience decides how well this communication has proved. Like any other form of communication, the impromptu speech also has its advantages and disadvantages.

Advantages of impromptu speech:

One of the advantages of an impromptu speech is that you generally have power over the content you are presenting, so you can take in the topics that you feel like talking about, or that you are aware of. Furthermore, you can bring into play some of your personal life examples from your own experiences and life events, to support what you are saying. Because you have authority over the topic to be presented, you would be able to speak with confidence and assurance. Your speech will, as you would expect, be more informal and spur-of-the-moment. As you are not equipped with pages and notes, you apparently, will be able to speak straightforwardly to the audience just like if you were speaking to another person in a conversation.

Disadvantages of Impromptu Speech:

Since you are not suitably prepared in advance, you may struggle in getting an idea of what to say or prepare the points once you get up to speak. Despite being familiar with the topic, your speech may be deficient in some details and supporting information. If the audience is unreceptive, you may fail to notice some noteworthy content. Optimistically, if someone in the audience asks you a question, you may be able to bridge the gaps. In addition, impromptu speech is not often suitable for occasions that entail more logical discussion with supporting knowledge or proper events.

23.2.3 Tips for delivering an impromptu speech:

What do you do if you are asked to speak at the last minute?

Here are some tips for performing and presenting or delivering a speech in an unexpected scenario. You can apply them according to what you have been asked to speak about.

i) **Confidence:** In these situations, confidence is something you build by convincing yourself optimistically. Look up, take a deep breath, and speak to yourself something positive for example 'I'm going to be fine.', 'I can do this.' etc. Believe that your knowledge will not let you down and whatever you choose to speak about, believe that it is worth talking about.

ii) **Keep it audience-centric:** All presentations, including impromptu ones, should be audience-centric, for the audience will be on your side, and they will listen to you with concentration. But make sure to keep it interactive so that you don't lose the attention of the audience. Focus on what will be useful to them and keep them engaged.

iii) **Keep it concise:** Keep it succinct. The audience is certainly going to listen if you speak about the main topic and keep it short and snappy. They'll love you for it. Keep it short and to the point. However, conciseness must not hose down the authenticity of the speech.

iv) **Keep it organized:** Tell the audience about your topic, what you are going to speak about and what it includes. Tell them about your strategy, and how you are going to take it. Tell them about the structure that you are going to follow. For example: First, you will speak about **the Past** then move to **the Present** and end with the **Future**. Or first, you will speak about the **Cause**, then its **Effects** and lastly you will speak about the **Remedy**. Similarly, you can tell them about the situation **Before** the event, then discuss the **main Event** and lastly about the **Results**. Keeping it organized will help you to stay within the context and will make sure that the concentration of the audience is within your speech. This will help you to manage time, and it will be easy for you to remember what next you need to speak.

iv) **First and final:** Towards the end of your speech summarize it with two or 3 main points of your topic. If possible leave the audience with a question, related to the speech. A strong conclusion is very important because most audience has a very short attention span and also because the conclusion is the only part that is mostly remembered. Therefore make a strong closure of your speech. You can take the help of any profound quote, an insightful observation or a thoughtful question. However do not finish with an apology no matter how unprepared your speech may be, you have made through a good impromptu speech so you have nothing to feel sorry about. Make sure that you start with an interesting note and end with something worth notable because the audience is going to remember what you said in the beginning and what you said at the last.

v) **Stay authentic and natural:** Imagine you are in a conversation with your best friend and go with a natural and authentic flow. Authenticity is important in the case of your content and also in the way you present it. Be yourself and make sure whatever information you are giving them is factual and authentic. This way, your speech will have an absolute impact on the audience.

vi) Go Easy: For an Impromptu speech, you don't need to memorize anything. All you need to do is share your personal experience with ease. Your speech does not necessarily need to be from a research background or an experimental basis, just go easy on yourself and share your personal experiences and life lessons.

vii) Body language: Stand tall on both feet, stand firm, do not slouch or fiddle, use confident gestures, smile often and maintain eye contact with the audience. This will add to your confidence and you will be able

viii) Voice tone: Take your time and go slow. Speeding up will add to the feelings of nervousness you might have. Breathe deeply and deliver your words slowly with good pauses. Pausing will also give you some seconds to think about what you need to say next. Sometimes we lack to think of a good word for something, pause will give you that period of thinking of a good word to add.

ix) Make an impromptu session a Q&A session: You can always convert the lengthier impromptu speeches into a Q&A session. Answering individually will be easier for you. This will guarantee you to deliver exactly what the audience is seeking because the content will come directly from the audience.

Tips for picking a topic for an impromptu speech:

When it comes to delivering an impromptu speech, deciding a topic to talk about, is a tough choice. Although there is an availability of a huge spectrum, from which you can choose your topic and get started, it is important that you know how and what topic must choose for this short speech. Here are some tips that may help you to know how to choose a topic for a speech that you are going to deliver without any preparation.

(a) Choose a topic you are very familiar about and have a good knowledge of it. Having personal experience regarding the topic will prove to be a plus as you will be capable of speaking more naturally about it.

(b) Select a topic where you can easily limit the scope as you'll only have 5 minutes to discuss it.

(c) Your objective is to enlighten or convince your audience, therefore pick a topic that befits the criteria.

Despite being able to present a well-prepared systematic speech, giving a spontaneous speech can stand you out as an exceptional speaker.

Examples of Impromptu Speech:

Generally, 1 or 2 minutes of preparation for an impromptu speech are given to the speaker, with or without any paper to write notes on. You are expected to plan your speech mentally. These speeches generally last for almost 5 minutes.

For an impromptu speech, the speaker is given almost no preparation time; however, the speaker is almost always someone aware of the topic or has some knowledge of the topic. Usually, when someone is asked to speak "off the cuff" on the "spur of the moment," is usually because the speaker is quite knowledgeable about the subject. A few examples of impromptu speeches are as:

- On meeting someone, you introduce yourself.
- Saying hello to a neighbour when you meet at a wedding.
- When a guest in an event is asked to say a few lines about anything particular.
- When a student is asked to say what they have learnt so far.
- When a politician is asked by the media about the situation or anything related to their profession.
- Sometimes you may be asked to "fill in" as the scheduled speaker is not available.
- When someone sitting in a panel is answering the questions asked by audience.
- When you are asked to provide a brief report on a project you have been working on.

The difficult part about impromptu speaking is that you require structuring the time to come up with the content and managing the time accordingly when called to speak on the spot. Even though you are given only a few seconds to prepare the speech, you may certainly use a few tips and tricks to ace the speech.

Sample topics for impromptu speech:

Is a non-biased news site possible today?

In the next 5 years, speech-to-text technology will replace keyboards.

In sports drugs for enhancing performance should be allowed.

Being rich is more important than being influential.

Learning doesn't solely happen in classrooms.

Children should not be allowed to watch TV.

Translation technology will replace the need to learn a language

Going to university or college is not necessary anymore.

Parents have the most influence on our lives.
Mobile phones have destroyed real relationships.
Feminism.
Health is all about a sound mind.
It's better to rent a house than to buy one.
Money is not real wealth.
School uniforms take away individuality from a student.

23.3 Learning Outcomes

The aim of this Unit was to introduce you to the basics of impromptu speech. At the end of this Unit, you should be able to understand what an impromptu speech is and you should also be able to speak briefly on a topic given to you impromptu.

23.4 Glossary

Ponder: Think about (carefully)

Ace: To excel in a particular job (work)

Petrify: Make (someone) so frightened.

Daunt: (Something) that seems difficult.

Veteran: (Someone) who has a long experience (in a particular field)

Amenable: Responsive

Spur of the moment: (Something that is) done without any planning in advance.

Entail: (Something) that is necessary to be involved.

Succinct: (Something that is) briefly and clearly explained.

Doomed: (To have an) inescapable outcome.

Gravitas: Seriousness or dignity

Rambling: Inconsequential

Snappy: Short and concise

Off the cuff: Without preparation

23.5 Sample Questions

23.5.1 Objective Questions:

1. How many different types of speeches are there?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
2. Which type of speech is read from a paper or a script?
 - a. Extemporaneous Speech
 - b. Memorized speech
 - c. Impromptu Speech
 - d. Manuscript Speech
3. Which type of speech is memorized before delivering it?
 - a. Impromptu Speech
 - b. Memorized speech
 - c. Manuscript Speech
 - d. Extemporaneous Speech
4. Which type of speech is not prepared before delivering it?
 - a. Impromptu Speech
 - b. Extemporaneous Speech
 - c. Memorized Speech
 - d. Manuscript Speech
5. How much time is given to prepare an Impromptu Speech?
 - a. 10 minutes
 - b. Varies from occasion to occasion
 - c. Varies from speaker to speaker
 - d. 30 minutes
6. Write five sentence on each Speech
 - a. _____

- b. _____
- c. _____
- d. _____
- e. _____

23.5.2 Short Answer Questions:

1. What is Memorized Speech?
2. What is Manuscript Speech? Give one example.
3. Why is Impromptu Speech audience-centric?
4. What is a Speech?
5. What are the types of speech? Give an example of each.

23.5.3 Long Answer Questions:

1. Have you ever heard anyone giving an impromptu speech? If yes, discuss.
2. What do you think is necessary for giving an impromptu speech?
3. Would you be able to deliver an impromptu speech? What tips and tricks would you suggest?

23.6 Suggested Learning Resources

1. Gile D. (1991): "A communication-oriented analysis of quality in nonliterary translation and interpretation", in Translation: Theory and practice. Tension and interdependence, ATA Scholarly Monograph Series, vol. V, Binghamton, SUNY, pp. 188-200.
2. Seleskovitch D. (1982): "Impromptu speech and oral translation", in Impromptu speech: A symposium. Ed by N.L. Enkvist, Åbo, Åbo Akademi, pp. 241-253.
3. Enkvist N.L. (1982) (ed): Impromptu speech: A Symposium, Åbo, Åbo Akademi.

Unit - 24: Debating Skills and Etiquette

Structure

24.0 Objectives

24.1 Introduction

24.2 Debating Skills and Etiquette

24.2.1 Tips for Debating

24.2.2 Preparing a Debate Structure

24.2.3 Important Terms about Debate

24.2.4 Why should we Debate

24.2.5 How Arguments are judged in a Debate

24.2.6 Let Us Sum Up

24.3 Learning Outcomes

24.4 Glossary

24.5 Sample Questions

24.6 Suggested Learning Resources

24.0 Introduction

Dear Learners, let us begin this Unit with a quotation. This quote will set the tone for our Unit.

“Intellectuals can **DEBATE**, idiots just **ARGUE**”- Dane Reynolds

Debating simply means any formal discussion in which different people share different opinions about a particular topic. It is like an argument presented in a formal setting. Just like many of us are in favour of smart phones or many feel that these smart are not good for our students. In a similar way, some parents are of the view that computers are helpful for children whereas other hold the opinion that these computers spoil our children. These and many issues can be debated by engaging in a persuasive speech. Therefore, we can say that:

- A debate is a structured argument
- A debate is a formal way of discussing any topic.
- Usually speech format is followed in debating
- Debating is presented in front of an audience
- We can either speak in favour or against any topic

- The speaker will try to win the argument by using some persuasive speech
 - A debate is nothing but expressing your critical thinking in your own words.
 - Debating helps to improve many factors in individual like, Research, Reasoning and Speaking Skills.
-

24.1 Objectives

This unit will have the following objectives:

- to provide information about debating
 - to understand the skills required for debating
 - to familiarize you with the etiquette of debating
 - techniques to improve your debating skills
 - do's and don'ts of debating skill
-

24.2 Debating Skills and Etiquette

Following things may be taken into consideration before debating on any given topic.

- You should always address the audience before you begin discussion.
- You should specify whether you are speaking against the motion or in favour of the motion or issue.
- You should present your argument in the right way only when it is your turn.
- Speak clearly, slowly and audibly
- Make eye contact with judges.
- Keep always a written script irrespective of the fact that you are a good orator.
- Use witty and short statements to make yourself clear to the audience.
- You should use phrases or idioms that can improve speech.
- Ask questions gradually to reveal an argument
- It is advisable not to use harsh language or words.
- Ensure what is said, you don't repeat the same thing, it may look repetition.

- The debater should never try to be emotional but prove the point through evidence.
- A debater should not falsify evidence or distort reliable sources.
- Debaters should never insult his opponent.
- Don't interrupt while the other speaker is speaking
- Hear the viewpoint of the opposite speaker, you may disagree with him but don't prove him wrong
- In debates we can have our perspectives but we need to respects the viewpoint of others as well.
- Smile while you disagree with someone on a point.
- Don't get rash.
- Do not quarrel if someone does not agree with your viewpoint.
- Be careful about your tone, you should sound reasonable and not arrogant
- Keep your perspective; you are just debating not fighting for a jackpot.
- Be well dressed, comb your hair or may be trim or shave as per your convenience whatever suits you.
- Try to clarify the doubts of the opponent if any
- Understand the position of your opponent.
- You can present your argument first then let the other speaker speak then you can rebuttal.
- It pays to be polite towards the other person even if you are speaking against him or the team
- Manners also play an important role in debating.
- Never argue with the Adjudicator
- Your argument should be simple and not complicated; this will sound nice if you are able to make understand everyone about the topic.
- Just be relaxed, ensure you have gathered key terms in the rebuttal phase of the debate
- Ensure you are grammatically speaking correct, even if your argument is strong but you are not able to put it properly, it will lessen the impact on the ears of viewers or attenders in the debate.
- Be gracious even if you lose the debate

- Don't be proud of being right (winning debate)

Support for your Reason:

Example: Give examples from your own experience or from what you have heard or read.

Common Sense: Mention things that are known and acceptable to everyone

Expert Opinion: The opinion of Research experts or subjects on the topic.

Statistics: Reliable numbers or figures from research.

Sample Debate-1

Here is a sample debate for you to understand how to speak in favor or against any given topic.

Private Tuitions are a Necessary Evil (Speaking in Favour)

Respected Principal, teachers, and dear friends, today I am going to speak for the motion – Private tuition are a necessary evil.

Private tuition offer academic coaching for students who need guidance in addition to their school routine. Today, apart from academics, students are made to partake in many activities. They are allotted marks for participation in sports and creative activities such as drawing, painting, dancing, and singing. Students have a lot on their plate and often find it difficult to give studies undivided attention. Under such circumstances, it would be helpful for students to receive some help in their studies.

Many schools are understaffed and find it difficult to cater to each student individually. It is difficult to address the academic problems of students at a personal level. Therefore, students need to turn to someone for their problems. Private tuition usually have a favorable student-teacher ratio. The private tutor can help students with their studies and give them their undivided attention. The tutor can manage students at a micro-level and monitor their progress at a closer range.

When it comes to studies, having a private tutor also gives students a variety in learning. Tutors can give students a fresh perspective in learning as compared to the techniques taught in schools. They nurture the students' thirst for knowledge away from the noisy din of their classrooms. Private tuition provide an environment where students can express their doubts without any inhibitions or the fear of ridicule. It is therefore a boon for introverted students who often feel shy in class.

I strongly believe that private tuition should exist alongside academic institutions such as schools and colleges because they provide an alternative to classroom education and bolster the child's confidence in academics.

Thank you.

Private Tuition are a Necessary Evil (Speaking Against)

Respected Principal, teachers, and dear friends, today I am going to speak against the motion – Private tuition are a necessary evil.

Private tuition are institutions that offer academic coaching for students apart from the training given at their schools. However, I believe that these institutions destroy the very spirit of learning which is innate in every child.

Private tutors often charge an exorbitant amount of money for less than 20 hours a month. I believe that it gives undue advantage to a privileged child as compared to his less privileged counterpart. It is unfortunate that somebody with money is given an edge over the others. In a world where opportunities are rare, the underprivileged student may never get a chance to come up in life because the rich student has the access and the means to them.

It also destroys the ability of the child to think for itself. By being spoon-fed by the tutor, the child refuses to make any effort of its own. The innate ability to question and ponder is destroyed by the private tutor. The child will then become unnaturally dependent on the tutor for its academic needs. It promotes the idea that nothing can be earned in life, only bought. The children internalize the wrong notion that success can be bought and not earned.

Tutors also swindle parents by charging exorbitant amounts of money to tutor students for less than 20 hours a month. Some parents foolishly trust such people and expect them to miraculously improve their children's grades. The value of school teachers also diminishes in the eyes of students. They do not respect the teachers and may not pay attention in class because they believe that their academic success is safe in the hands of their private tutors.

Owing to these reasons, I strongly oppose the practice of private tutoring. I urge students to study independently without taking help from these so-called 'tutors'.

Thank you

24.2.1 Tips for Debating:

The following things may be taken into consideration while debating:

- Understand how debate works, you are given a topic to debate- this is called resolution, you or your team may be take the resolution to speak against the topic or in favour of it.
- You should always research a topic, get reliable information, because you have to present a counter argument
- Brainstorm the topic, try to know the pros and cons of the topic
- Point out strong or weak arguments
- Spend some time at the library or internet to locate strongest points about the topic.
- Use reliable books or journals, credible newspapers
- Write an outline about the topic and may be some be some punch lines
- In addition to these things we can take care of the below mention things as well.
- Avoid the use of **never**
- The word **always** should be avoided
- Don't say **you are wrong** you may say '**you are mistaken**'
- You should ensure that you don't disagree with **the evidence of truth.**
- Don't get personal in a debate; you should debate the problem not the person.
- No unnecessary exaggeration should be encouraged.
- You can make use of **often/generally** as per the context.
- Never mix opinion with facts, if it is opinion, just admit it.

24.2.2 Preparing a Debate Structure:

A) Introduction:

1. Catch attention of the audience
2. Introduce what you will prove
3. If it is a team debate, what will they say
4. Give a summation of the topic, Answer questions like
Who, When, Where, Why, What, How

B) For:

1. General Theme
2. Why
3. Supporting Information

C) Against:

1. General Theme
2. Why
3. Supporting Information

D) Conclusion:

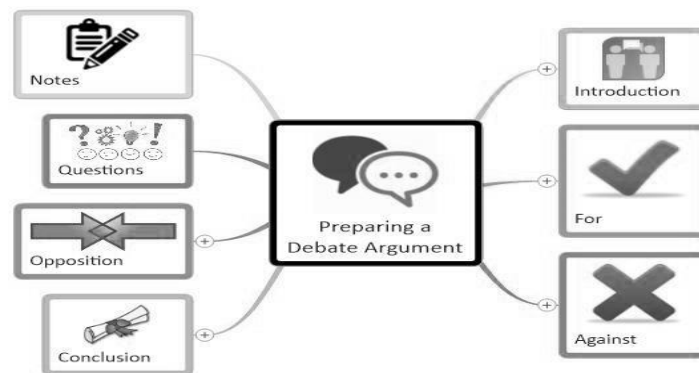
1. Summarize Evidence
2. Answer Question

E) Opposition:

1. Likely Arguments
2. Consider how to refute them

F) Question and Answer:

Answer Questions at the end of the debate



Source: <https://www.mindgenius.com/preparing-a-debate-argument>

24.2.3 Important Terms about Debate:

The following terms are considered in a debate

Affirmation: Here we try to prove that a certain point is true or justified from our perspective.

E.g. Murder is acceptable.

Negative: In this case, we speak against the resolution, and prove that a certain point is wrong.

E.g. Murder is not acceptable.

Constructivism: In this phase, each side will be given a chance to reconstruct the argument.

Cross examination: This is the stage when each side will question the opponent after each side has reconstructed the argument.

Rebuttal Phase: In this session, both sides will be given to chances to rebut the statements propounded by the opponent to rectify any error or confusion.

Judges: The jury, who decides the winner

24.2.4 Why should we Debate:

It is aimed at the following things:

- To provide significant practice in listening, speaking, and writing
- To improve persuasive speaking and writing abilities
- To improve social skills and the ability to resolve conflicts
- To boost one's self-esteem and intellectual self-assurance
- To take the lead in any project.

Check your progress:

1. Debate with your friend on **Why Smart Phones are Important?**
-
-

24.2.5 How Arguments are Judged in a Debate:

Dear Students, we can judge the argument in a debate by following things:

Content: Given Subject and Topic

Organization: Planning and preparation of the content

Delivery: How the debater speaks, Clarity, confident, near perfect punctuation, tone pace, postures, gestures and eye contact. There are five things that a speaker needs to consider, these are: Audibility, Engagement, Conviction, Authority, Liveliness

The Basic structure argument is:

Argument Reason and Evidence (ARE)

Matter, Manner and Method (MMM)

Sample Debate -2

Children should be allowed to live independently after the age of 18 in India

Speaking in Favour

Respected Principal, teachers, and dear friends, today I am going to speak for the motion – Children should be allowed to live independently after the age of 18 in India.

In India, children never really live alone at any point of time in their life unless it is for higher studies or an out-of-station job. Even in those cases, parents expect children to return home and start living with them again. The Indian family system promotes interdependence and living together. However, if children move out of their parental homes and start living on their own, they will be more confident, self-reliant, and responsible.

A young man or a woman is entrusted with responsibilities only when they get married and begin living with their spouses. However, before that, they have very little experience in making important decisions, planning finances, or even handling critical situations.

This puts them in a very difficult situation and doubts their position as responsible adults. If they are allowed to exercise their rights from the age of 18, they become better at judging good from the bad. They get opportunities to see life and experience it firsthand. Living independently helps children become accountable for their actions and teaches them to make sensible decisions in life.

Thank you.

Children should be allowed to live independently after the age of 18 in India

Speaking Against the topic

Respected Principal, teachers, and dear friends, today I am going to speak against the motion – Children should be allowed to live independently after the age of 18 in India.

An 18-year-old will not get a decent job in India because of his limited educational qualifications. As a result, he might take up odd jobs or stress himself to earn money. Youngsters might be attracted to criminal activities to earn more money. Allowing them to live alone can result in losing them forever.

When children move out of their parental homes, it becomes impossible to monitor their behavior or track their whereabouts. If they get into the wrong company or are misled, chances are that parents will be ignorant of what's happening until it is too late. When children live with their parents, it is easier to know what is happening in their lives and the chances of them being misled are few.

Living alone is very common in western countries because laws and regulations are better equipped to handle circumstances. However, in India, the legal or employment system has many loopholes. Hence, children should not be allowed to live independently after the age of 18.

Thank you

24.2.6 Let Us Sum Up:

Dear Students, from the above discussion, it is clear that debating is skill and debating skillfully is an art. It is a valuable activity for students and orators. It is important for any academic pursuit. By virtues of the debates, students are exposed to the art of public speaking skills and etiquette required for debating. It develops a critical insight or thinking among students about a particular thing or idea. Debating skill enables students to express their perspective and equally teaches them to value opinion of others too even if they do not agree with them. Students are advised to go through the online resources given in the bibliography section.

24.3 Learning Outcomes

At the end of this Unit, you should be able to:

- recognize the skills and etiquette needed for a debate
- identify the pattern or structure of debate
- understand the essential tips for debating on any topic
- appreciate the critical insight of a student
- know the techniques to resolve any disagreement of opinion
- Improve your analytical comprehension
- Familiarize yourself with some important topics and then to speak in favour or against the said ideas.

24.4 Glossary

Etiquette: Polite behaviour which distinguishes humans from animals (Manners)

Argue: Contend, or claim something

Harsh: Tough, severe

Orator: Speaker or one who speaks at a debate

Adjudicator: Judge

Brainstorm: A spontaneous group discussion to generate ideas.

24.5 Sample Questions

24.5.1 Objective Questions:

State whether the following statements are true or false

1. A debate is a structured argument_____
2. Debating is presented in front of an audience_____
3. You should speak harshly while debating_____
4. We should not be formal in debate_____
5. It is good to listen to opponent patiently_____
6. You should not prepare before delivering a speech_____
7. We should try to speak logically in a debate_____
8. Debating improves your self-esteem_____
9. We should be proud of our win in debate_____
10. We should smile even if we disagree with someone in a debate_____

24.5.2 Short Answer Questions:

1. What is a debate?
2. Why are debates important?
3. What are some of the important tips of debating skill?
4. How is debate structure prepared?
5. What does the following terms in a debate mean?
 - a) Rebuttal Phase
 - b) Cross Examination

24.5.3 Long Answer Questions:

1. What are some of the essential etiquette of debating skill?
2. Discuss various strategies to win any argument in a debate?

3. Debate ‘**For**’ and ‘**Against**’ on the following topics:

- a) Use of Social Media
- b) Technology a Boon or a Bane

24.6 Suggested Learning Resources

1. Doshi, S.R. (2009) *Life Skills*. Delhi: Global Fraternity Publishers.
2. Downing, Angela, and Philip Locke. (2006) *English Grammar*. London: Routledge.
3. Farhatullah T.M. (2009) *English for Business Communication*. Bangalore: Prism Books.
4. <https://library.leeds.ac.uk>
5. <https://englishluv.com>
6. <https://schoolworkhelper.net>

Maulana Azad National Urdu University
BA/ B.COM. IV Semester Examination, July 2022
BIEN401CCT – Integrated Skills in English-II

Time: 3 Hours

Maximum Marks: 70

Note: This question paper consists of three parts: Part – A, Part-B and Part-C. Number of words to answers each question is only indicative. Attempt all parts.

Part-A contains 10 compulsory questions, of multiple choice/fill in the blank/ very short answer type questions. Answer all questions. Each question carries 01 mark. **(10x1=10 marks)**

Part-B contains 08 questions, of which students are supposed to answer 05 questions. Answer each question in approximately 200 words. Each question carries 06 marks. **(5x6=30 marks)**

Part-C contains 05 questions, of which students are supposed to answer 03 questions. Answer each question in approximately 500 words. Each question carries 10 marks. **(10x03=30 marks)**

Part – A

Question No.1

- i. Write one fact and one opinion in complete sentences.
- ii. Give two examples of hedges in complete sentences.
- iii. What are the four components of Emotional Intelligence according to Daniel Goleman?
- iv. Write any four words associated with airport vocabulary.
- v. Name any four pages or sections found commonly in any website.
- vi. Mention the title, the author and the two main characters of the one-act play prescribed in this course.
- vii. Name any four elements of a drama.
- viii. Write any four stages involved in the writing process.
- ix. Define
(a) attention grabber (b) rebuttal
- x. Define
(a) persuasive speech (b) impromptu speech

Part – B

2. What are transition signals? Explain any two types of transition signals and give two examples for each type.
3. Compile a report on any event that has recently taken place in your university.
4. Discuss any five points about emailing skills and/or etiquette.
5. Comment on the message of the poem, “I Know Why the Caged Bird Sings?”
6. Explain the following extract- *Nature gives. And takes away. And gives again*.
-Ruskin Bond, *The Book of Nature* (2004)
7. Paraphrase the following extract.

It was with great difficulty that he could be persuaded that, as one of the principal actors in the transfer of power from British to Indian hands, he owed a duty to posterity to record his reading of those memorable times. His reluctance was also partly due to his shattered health.

He felt that he needed all his energies to cope with the burden of work imposed on him by inescapable political and administrative tasks.

- Humayun Kabir, Preface to *India Wins Freedom: An Autobiographical Narrative*, Maulana Abul Kalam Azad (1959)

8. Distinguish between summary and paraphrase.

9. Rewrite the given quote with basic in-text citation and reference.

Quote: “To succeed in life and achieve results, you must understand and master three mighty forces— desire, belief, and expectation.”

Author: A. P. J. Abdul Kalam; book: Wings of Fire: An Autobiography; year of publication: 1999; page: 42

(i) Style: _____ (MLA or APA)

(ii) Quote with basic in-text citation: _____

(iii) Basic Work Cited or Reference: _____

Part-C

10. Write an article for your university magazine on the benefits of sports for students.

11. Critique Robert Frost’s “Stopping by Woods on a Snowy Evening”.

12. Write a review of any one book you have read.

13. Compose an essay on e-learning.

14. Discuss some tips to improve public speaking skills.

