

***CRITICAL REASONING
WRITING &
PRESENTATION***

I Semester

COMMON COURSE

BA /B Sc/B Com/BBA

(2012 Admission)



UNIVERSITY OF CALICUT

SCHOOL OF DISTANCE EDUCATION

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STUDY MATERIAL

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CRITICAL REASONING WRITING & PRESENTATION

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MODULE I

CRITICAL REASONING

CHAPTER -1

FACTS AND OPINIONS

Learning Objectives:

This module intends to enable the student to

- Comprehend what Fact is and how it is different from opinion.
- To develop reasoning capacity
- To assimilate the ability of comparison and
- To understand the general mistakes made while reasoning.

FACT

A fact can be defined as an actual condition in the world, a situation which is considered to be true and correct which has been proved and has evidence for it. For example, "The world is rotating on its own axis" is a fact.

The adjective **factual** means true, corresponding with reality, correct. One should separate the factual statements from the lies. The result of a natural calamity like Tsunami is a factual account of an event whereas the incidents in a novel might be a fictional story created by the writer unless it is mentioned as a real life story. **Factual belief:** a belief that can be proved to be accurate. Factual belief takes some time to be proven as true.

According to Richard Layard fact is a statement that has been proven by scientific research.

OPINION

By definition we may say that an **opinion** is a belief that has not been proven. It may or may not be true. For example: "My uncle says that drinking tea will lead to indigestion". In this statement you may notice that it has not yet been proven scientifically that drinking tea may lead to indigestion and the statement is said based on the experience of a particular person.

A fact is a condition out in the world which is true whereas an opinion is a belief in someone's mind. The difference between **fact** and **opinion** is that they are about different kinds of things. Opinion may be correct or incorrect but facts can not be incorrect. "Factual beliefs" in contrast with opinions place facts and opinion on the same level. Factual beliefs have been proven. We know they are true. Opinions have not been proven. They may be true but we cannot be sure. .

TO CONFIRM

Through the act of confirmation we make sure that a statement is true; find proof that shows the accuracy of a statement. "The teacher confirmed the student's attempt to copy in the examination from the piece of paper she caught in his hand."

Confirmation (noun), the act or condition of confirming a statement. "We were waiting at the airport for the confirmation of our tickets."

To confirm a belief, there should be as many independent sources as possible. For example, suppose the classes are suspended due to a strike in College, you can confirm if it is true by calling a teacher or to the office. Here the teacher and the office are independent sources for confirming the belief that the classes have been suspended.

SOURCE

A Source is anything that provides information. A **source** can be a person, a newspaper, or a book. Whatever information you get, it comes from a source which is the origin of the information. For example, the only source of news during the war was the radio. In our day today life we come across many sources of information. One such source is your text book.

CRITICAL

Critical thinking is an attitude that involves close observation, careful thinking and search for relationships. E.g.: A literature student reads a novel not just for pleasure but with a critical approach.

Critical attitude means that the person is looking for something that might help him or her to make a judgment about something. Anything that is looked at in a critical way helps to analyse its good and bad aspects .For example: The aim of education is to develop a critical bend of mind.

PREMISE

Premise is one of the statements of proof that leads to a conclusion. It is a fact or belief that supports another belief. It can also be a statement that someone takes for granted. It is with the help of a premise that we can arrive at a conclusion as it supports the argument .E.g.: Scientists elaborate on the premises of their argument, and then moved on to their conclusion.

Although there may be very little difference in the meaning between the words **evidence, reason, and premise** they have to be used according to the context. For example, you can have a reason for going to school but not evidence for going there. A researcher can have evidence for her hypothesis but not a premise as a premise is a statement, but a piece of evidence might be some object like a photograph or so.

The word **premise** means a statement that will lead to a conclusion or justify the statement in an argument.

Business men make a lot of money

I want to earn a lot of money

I should become a businessman. (Conclusion)

Here we may see that the first two sentences are premises and the third sentence which is logically formed from the above sentences is the conclusion.

CHAPTER – 2

COMPARISON

Learning Objectives: This module intends to enable the student to

- Understand the various ways of making comparison
- Assimilate the difference between comparing and contrasting.

Comparison can be seen anywhere and everywhere in nature. In fact, this is a characteristic that can be seen in any animal. For example, the bats recognize the proximity of an object by comparing the distance of the sound reflected from it. All animals can sense their environments in one or more ways. In the case of dogs, they can sense with the help of smell and they differentiate things with the help of this sense of smell. Thus, in some way or another all the organism in the world tends to look for similarities or differences in the surrounding. As human beings we generally have a tendency to compare what ever we see. This comes to us automatically. You can improve your way of comparing things and get an idea of what others are thinking, as everyone has the habit of making comparison knowingly or unknowingly. It helps you to have a better understanding of things in life.

COMPARING

To compare in simple words mean to find the similarities and differences in two things with respect to a certain characteristic that is common to both. For example when you compare an internal examination with a university exam you can clearly understand how they are different and how they are similar.

Comparison (noun), when you compare two things you can find out the similarities and differences where as to contrast means looking only for differences.

The word Comparing has a broader perspective as it looks at both similarities and differences where as in contrasting you look at the differences alone. In the above example of the internal exams and university exams, when compared we can see that the internal exams are of a short duration where as the university exams are of a longer duration. The number of chapters considered for the internal exams are lesser when compared to the university exams. Both the exams are necessary to evaluate the knowledge level of the students. In fact, the internal exams prepare you to face the university exams. We usually compare things in order to get some useful information. It is only when the teacher compares two students that she is able to evaluate who is brilliant and who needs help.

You cannot compare two things that are very different, and it is difficult to find any similarities between them. For instance two students belonging to two different age groups cannot be evaluated with the same test. However you may find differences among these two students. One student may be capable of answering assertion and reason type question where as the other might be good in comprehension passage type question. But the question used to evaluate them must be set taking into consideration their age. A kindergarten student cannot be evaluated along with a high school student, but you can point out the differences. Hence comparison can be made between any two things taking into consideration some aspect which is similar or different to both the things.

CONTRAST

To contrast means to point out differences between two things. For example the teacher contrasted the formal letter with the informal by elaborating on the style.

Contrast (noun) is the difference between two things. E.g.: The contrast between the two books was so evident even though they were written by the same author.

Contrasting is a narrower activity than comparing, because you are only considering differences.

For example in an elocution competition the judgment is based on the performance of the student who talks better than the other two students. Student A who won the first prize had fluency and matter in her speech where as student B had matter but lesser command on the language. The above mentioned description focuses only on the difference between the two participants and not their similarities.

DISTINGUISH

Distinguish means to point out differences between two things. You must be able to distinguish between good and evil.

Distinction means, the difference that sets two things apart. The students drew a distinction between healthy food and junk food.

The word can also mean the difference that makes one thing outstanding, or better than another. The non-violence act put forth by Mahatma Gandhi was an exemplary act of distinction.

ANALOGY

Analogy: It is the similarity between two things usually for the purpose of explaining the less familiar by its resemblance to the more familiar. An analogy is a complex way of making comparison, a thinking process through similarities between things. The similarities can help in understanding the concept better. For example, Friendship can be compared to a tree that provides shade and stands by during hard times.

When you make an analogy, you are comparing two things, and you are saying that the similarities are important because they help us understand one of the two things. As you practice with these words you will improve your ability to make good analogies and avoid poor analogies (i.e., false analogies).

METAPHOR

By definition **metaphor** is an indirect comparison of two things. A metaphor is used to suggest that one thing acts as another by saying it is that thing. For example, The news was a dagger to his heart.

Shakespeare has said in one of his works,

"All the world's a stage,
And all the men and women merely players
They have their exits and their entrances"

This is the best example for a metaphor. Metaphors are generally made use of by people associated with literature. Here in the above example Shakespeare has indirectly compared the world to a stage by bringing out the similarities between the world and a stage.

Although metaphors and analogies are both comparisons of things, metaphors are normally shorter and simpler than analogies.

Metaphorical, (adjective) is the characteristic of something that is used as a metaphor.

MODEL

A **model** is a three dimensional version of a person or thing or of a proposed structure usually smaller than the original. E.g.: The students prepared a working model of the biogas plant.

A model can also be a perfect example of a thing or a design that is worth imitating, as in "a role model." E.g.: The students of the social service camp took Mother Teresa as their role model.

Models are used instead of the real things and they are used for solving problems where the real thing cannot be considered as in the case of buildings etc. We incorporate them into a model that we already have. For example, farming techniques which are particular to a country cannot be implemented in other countries based on the models developed by that country as it will be suitable only to it.

CHAPTER -3

REASONING

Learning Objectives: This module intends to enable the student to

- Understand what is a statement
- Identify an argument
- Understand how to reach a conclusion

A statement is a sentence that can be true or false. "Cow is a domestic animal" is a statement; "Cows are not carnivorous animals" is also a statement. But "Bring one cow," and "Are cows animals?" are not statements.

Some statements are related in such a way that if you believe one or two of them, you have to believe a third one. Here's an example of three statements that are related: "All men are mortal." "Socrates is a man." "Therefore, Socrates is mortal." If the first two statements are true, then the third has to be true. The essential thing is the relationship. Seeing relationships among statements like these is what we call "reasoning." Relationships among statements are a little more abstract than relationships among physical objects or events.

STATEMENT

Statement: It is a sentence that can be true or false. "When the doctor said the water is safe to drink, he made his statement in a loud and firm voice."

In order to understand statements, you need to know what a sentence is. It is a set of words expressing a complete thought.

Statements are types of sentences, but not all sentences are statements. "Please be quiet" is a sentence but not a statement. It expresses a complete thought; it's not a fragment. But it cannot be true or false. "Where is the teacher?" is a sentence but not a statement. In other words, statements can be classified as types of sentences. There are different types of sentences like affirmative sentences, i.e. sentences which are positive E.g.: My leg is paining; non-affirmative sentences i.e. sentences which are negative Eg: My leg is not paining; interrogative sentences i.e. sentences which have a question in it E.g.: would you like to have tea or coffee? etc. "Sentence" is the broad category. Statements are a subset of sentences.

A statement is something that may be in the positive or negative. Statements in this way are different from questions, commands and exclamations. Only statements assert that something is (or is not) the case, and therefore only they can be true or false. Truth and falsity do not apply to the questions, commands and exclamations.

ARGUMENT

Argument: It is a process of reasoning. The reasons for believing something or doing something based on statements that are true tend to make some other statement more likely to be true. E.g.: The main argument put forth by the students on the need for campus politics is that it prepares the students as better citizens. The purpose of arguing is to persuade others to believe something or do something.

Argument is also defined as the reasons and the statement they want people to believe.

Argue (verb) means to give reasons for doing something or believing something. E.g.: The World Health Organization argues the need for health care rather than disease care.

To **argue** also means to disagree with someone or engage in a dispute. E.g.: Students of the two teams argued over who won the toss in the finals of the debate competition.

Arguments have two parts: the conclusion, or main point, and the evidence, or reasons to believe the main point. Example,

All men are mortal.

Socrates is a man.

Therefore, Socrates is a mortal.

The first and second statements are the evidences for the third statement and they provide grounds for the truth of conclusion.

CONCLUSION

Conclusion is the statement one arrives at after seeing or hearing something, or after accepting other statement. E.g.: Do not jump into conclusions.

Conclusion also means "the end," as in "We will now conclude the programme by singing the national anthem". In connection with thinking, the word means the logical end—the result—of an investigation, an experiment or the final product of a thinking process.

Conclusion of an argument is the statement that is finally arrived at on the basis of the other statements of the argument. It is these other statements which are considered as providing support or reasons for accepting the conclusion.

To conclude, E.g.: When I saw her at the hospital in a nurse's dress, I concluded that she is a nurse.

The words **conclusion** and **evidence** always go together. That is, a conclusion is always based on some evidence, and it is based on the evidence that we always reach a conclusion. But not every belief or statement is a conclusion. Similarly, the words are also connected with arguments. When people point out evidence, they are arguing for a conclusion.

EVIDENCE

Evidence is the facts or information that make it reasonable to have another belief, i.e., that lead to a conclusion. E.g.: The police have clear evidence of the crime before they arrest a person.

Evidence can be strong or weak. Strong evidence makes the inference based on it easy. For example, consider this evidence, several witnesses saw Jack at the scene of the bomb blast (and identified him in a line-up), his picture was caught in the close circuit television and this is strong evidence that Jack is guilty of bombing the parking lot near the junction; it's easy to make that inference. But evidence can be weak, because he has an alibi to prove his presence at the grocery store shopping at that hour of the day.

TO INFER

To **infer** is to derive, by reasoning, at a conclusion through facts and premises. E.g.: We see smoke and we infer fire.

The term **inference** refers to the process by which one statement is arrived at and affirmed on the basis of one or more other statements accepted as the starting point of the process. To infer is to begin with a statement we believe is true, and then to decide that a new statement is true because of its relation to the first statement. For example,

All citrus fruits contain vitamin C.

Lemon is a citrus fruit.

Lemon contains vitamin C.

We believe the third or the inferred statement is true because it has a relation with the previous statements which are considered as true.

REASON

Reason is a belief or statement or fact that justifies an action, including the act of deciding to believe something. E.g.: Praful will get a rank in the University Examination; the reason is that he is very hardworking and intelligent.

The word **reason** can also mean the mental ability or faculty we have of making inferences and seeing logical connections.

Example

The chief medical officer reported that the main reason for the spread of dengue was the unhygienic surrounding where mosquitoes bred.

The word **reason** has another meaning besides the idea of a statement or fact that logically supports a belief or action. It can also mean a cause of something that happens. A person can say, E.g.: The reason the flat caught fire was that the owner was drunk and fell asleep while there was a short circuit. In the first example 'reason' is used as 'cause' and in the second example it is used as 'logical support'.

REASONING

Reasoning is thinking about the relations among statements. It is the mental process of making inferences. E.g.: Clearing the IAS exams requires careful reasoning. Reasoning is the process with which one goes forward with arguments, from statements that are known to conclusions.

Reason, is the mental ability or faculty that enables us to make inferences, understand logical relations, and solves problems.

Reasoning has central role in analysis and evaluation of the arguments of others and our own. Correct reasoning helps us to construct good arguments. The validity of the argument determines the correctness of the reasoning. If the reasoning holds good then the argument holds good and the statement leads to a logical conclusion.

CHAPTER 4

MISTAKES IN REASONING

Learning Objectives: This module intends to enable the student to

- Understand the art of thinking
- Understand the mistakes in reasoning

We have seen in the previous chapters how we can make good arguments. Here in this chapter we are going to look at the different ways in which we can reason out arguments. Reasoning helps us to make good arguments. People often make a generalization based on a sample that is too small or is biased in some way. It's called "**hasty generalization.**"

A hasty generalization is one of the many kinds of mistakes in reasoning. We all sometimes believe things for bad reasons. That is, we think that one statement can make another statement seem true, when it doesn't. We allow our wishes and interests to influence our reasoning. This way we are being biased and the reasoning that supports our argument is not strong enough. When you learn to recognize the mistakes we all make, you can avoid them. There are words for the most common mistakes we make in reasoning, and learning the words makes it much easier to spot the mistakes. Effective thinking can be done only by avoiding such mistakes.

FALLACY

Fallacy is a mistake in reasoning. The evidence presented in reasoning does not make the conclusion true or more likely to be true. Each fallacy is a type of incorrect argument. E.g.: I hear the rain falling outside my window; therefore, the sun is not shining. Here what we must realize is that it can rain even when the sun is shining. Therefore in this fallacy one action is not a cause of another. So it is a wrong way of reasoning out an argument. This is a fallacy of false cause, a fallacy in which a causal connection between two events is claimed to exist when it is actually not there.

A fallacy is an error in reasoning.

There are many ways in which reasoning can go wrong. There are many kinds of mistakes in argument. A logical fallacy is an argument that is psychologically persuasive but logically weak. Some arguments are so obviously incorrect as to deceive and persuade no one.

PROPAGANDA

Propaganda is the use of a variety of communication techniques that create an emotional appeal to accept a particular belief or opinion, to adopt a certain behavior or to perform a particular action. There is some disagreement about whether all persuasive communication is propagandistic or whether the propaganda label can only be applied to dishonest messages. E.g.:

"If you are a good citizen having faith in what Mahatma Gandhi propagated then you should show disagreement towards armament policy even though, this is the new propaganda of our government."

It consists of a systematic spreading or communication of a doctrine, ideology, or idea of value to the speaker which appeals to the feelings, passions and prejudices of people rather than to their reason. Merely stating an ideology or doctrine does not constitute propaganda. The ideology or doctrine must be spread through a system of communication events with the long-term goal of getting the audience to adopt a new way of thinking.

Public speakers make use of this method of reasoning to make people believe their own ideologies. For example an atheist group might feel that publications from a church are propaganda, while the church might feel that it is simply distributing information to interested members of the public.

IRRELEVANT

Irrelevant: Irrelevant reasoning involves trying to prove something using premises that are or come close to being irrelevant. Irrelevant is defined as something that is unrelated to the matter being considered. Example, Women on an average, have smaller heads than men. Thus, men are more intelligent than women. Here, we see that intelligence of a person is not determined based on the size of their heads. It may be noted that gorillas have larger heads than men and yet are thought to be less intelligent, although you might get an argument there from some people.

E.g.: All this environmentalism stuff is just silly. We can not make the Earth a Garden of Eden again. Besides, the Garden of Eden was such a boring place. Just look at how quickly Adam and Eve got tired of the place.

An argument is an example of irrelevant reason fallacy, if the premises fail to support the conclusion. Here the premises are not logically connected. Therefore one way of demonstrating that an argument suffers from this fallacy is to show that it is possible to imagine a situation where the premises are true but the conclusion is false.

TO RATIONALIZE

To rationalize is to try to justify one's action, decision or belief with bad reasons, after one has already decided to act or believe something for entirely different reasons. E.g.: Why did you buy this dress if you didn't like it? Oh, since it's my lucky colour I thought it would bring me luck.

Rationalization (noun) refers to someone justifying what she is doing with an explanation that she knows at some level in her mind it is not the true reason for her action, but one she made up to make her behavior appear to be more acceptable.

Example, "I bought the matzo bread from Kroger's Supermarket because it is the cheapest brand and I wanted to save money," says Alex [who knows he bought the bread from Kroger's Supermarket only because his girlfriend works there].

SLIPPERY SLOPE

Slippery slope: In slippery slope a connection is made between the events in such a way as to establish that a particular action leads directly to the next there by making a chain reaction until the final result is achieved. A slippery slope fallacy attempts to make a final event the inevitable outcome of an initial act. Example, You should never gamble. Once you start gambling you find it hard to stop. Soon you are spending all your money on gambling, and eventually you will turn to crime to support your earnings.

People who can not come up with a good reason for why a particular change is bad use slippery slope. It may not be bad in and of itself, they say, but it will inevitably *lead* to things that are bad. A slippery slope argues that if we do A, then there is nothing to stop B from happening. If we do B, then C must surely follow. Obviously, results A, B, and C are undesirable. The fallacy is used as a reason for not doing A. The flaw is that there is usually no causal connection between A, B, and C.

E.g.: If we pass laws against fully-automatic weapons, then it won't be long before we pass laws on all weapons, and then we will begin to restrict other rights, and finally we will end up living in a communist state. Thus, we should not ban fully-automatic weapons.

Here as we mentioned earlier the action of passing fully automatic weapon is leading to the next pointing at it as the result of the first action which then leads to the next thereby creating a chain of reactions finally explaining the reason why we should not do the first action.

AD HOMINEM

Ad hominem: It is a general category of fallacies in which acclaim or argument is rejected on the basis of some irrelevant fact about the author of the argument or the person presenting the argument. The phrase ad hominem is a Latin word, when translated into English it means “against the person”. In this type of fallacy firstly, the person making a claim is attacked and then the attack is taken to be evidence against the claim or argument the person in question is making or presenting. This type of argument has the following form.

1. Person A makes a claim X
2. Person B makes an attack on person A
3. Therefore A’s claim is false.

Example: “How can you believe the theory of relativity- Einstein could not comb his hair?”

Ad hominem involves the use of psychological powers of persuasion by diverting attention away from the objective truth and instead denigrating the character of the person making the claim. Here are some examples:

You are so stupid your argument couldn't possibly be true.

Why should we believe in Francis bacon’s philosophy since he was removed from chancellorship for dishonesty?

We can see that in the above cases, the reason to reject someone’s statement or position is based on irrelevant information. It is more of a personal attack than an argument.

Another form of Ad hominem involves the use of circumstances of person’s life to reject his claims.

Example: You are a priest, so you will have to say that abortion is wrong. Further, you are just a lackey to the Pope.

So from the above examples we may conclude that all fallacies of **Ad Hominem** (against the person) rest on the same kind of reasoning error: the rejection of statement or inference because of criticism of a person’s character or circumstances.

FALSE DILEMMA

False dilemma (or false dichotomy), the either or fallacy is a type of informal fallacy that involves a situation in which only two alternatives are considered when in fact there are other options besides the two stated. E.g.: Either the universe came about by chance or by design. It didn’t come about by chance. So, it must have come about by design.

Example,

Either we ease up on environmental protection or we see our economy get worse.

Here in this example we can notice that we can have both occur or neither could occur. Studies show that many environmental companies are profitable.

False Dilemma is a special kind of false dichotomy when two alternative statements are held to be the only possible options, when in reality there are more. Either medicine can explain how Ms. X was cured, or it is a miracle. Medicine can't explain how she was cured. Therefore it is a miracle.

TO BEG THE QUESTION

To beg the question is when a proposition which requires proof is assumed without proof. Begging the question involves using a premise to support itself.

E.g.: God exists because the bible says so and I know the bible is right because it is the word of god
“The belief in God is universal. After all, everyone believes in God.”

From the given examples we can understand that to beg question refers to the logical fallacy of asking someone to accept the conclusion as the premise.

To beg the question is also called circular reasoning. In this the conclusion of an inference is smuggled into the statements. This can occur if the statements are confusing, complex, or obscure.

E.g.: (1) The Bible affirms that it is inerrant.
(2) Whatever the Bible says is true.

Therefore:

(3) The Bible is inerrant.

This argument is circular because its conclusion—The Bible is inerrant—is the same as its second premise—whatever the Bible says is true. Anyone who would reject the argument's conclusion should also reject its second premise, and, along with it, the argument as a whole.

The conclusion is already assumed in the statement, it is merely worded differently.

Of all the mistakes in reasoning, begging the question is probably the most difficult one to recognize.

Critical Reasoning

Important Questions

I. Answer the following questions in two or three sentences each

1. Define fact. How is it different from factual belief?
2. Explain the term premise.
3. Compare the terms 'contrast' and 'distinguish'
4. What is an analogy?
5. Define the term fallacy.
6. Explain the term 'propaganda' giving an example.
7. What is a Slippery slope?
8. Explain the term Ad hominem.

II. Answer the following questions in a paragraph of 100 words each

11. How are facts different from opinion?
12. How is 'comparing' and 'contrasting' important in critical thinking?
13. With the help of an example write a short note on 'analogy'.
14. Metaphor is an indirect comparison between two things. Explain.
15. Critically analyse the process of reasoning.

III. Answer the following questions in 300 words each

18. What is fallacy? Describe the most common fallacies in reasoning.
19. Explain process of reasoning. What are the general mistakes seen while reasoning?
20. What are the different methods of comparison?

MODULE II

READING

CHAPTER 5

READING COMPREHENSION

Learning Objectives:

This chapter will enable the students to

- Develop the skill of Reading comprehension
- Understand the reasons for poor comprehension and be able over come it.
- Understand the techniques necessary for good comprehension.

Reading is a regular exercise we come across in our life. There is not a single day in our life in which we do not read. However, reading is incomplete if we do not understand what we read. Reading comprehension refers to the ability to understand information presented in written form. It can be what we see on the T., in the newspaper on hoardings etc. A lot of people do not understand everything that they read. There are several reasons that lead to poor comprehension, a few are given below.

Reasons for Poor Comprehension

- It is due to the inability to understand the meaning of a word, a phrase or a sentence.
- It is due to the inability to make out how the sentences are related to one another in a paragraph or passage.
- Poor comprehension can be due to lack of interest or concentration, which can either be due to the physical or mental state of the reader.
- Inability to understand can be due to unfamiliarity of the concepts.(as in biology or maths). Certain concepts are tough to understand and this can affect the comprehension capacity of the reader.
- Failing to understand a single paragraph in a passage can be the reason for poor comprehension.

Improving Comprehension Skills

The following tips can be followed to improve comprehension skills:

- You must read a variety of materials with out limiting yourself to textbooks as it helps you to understand how information is organized in a text.
- Read a big portion of the material other wise it would be difficult to assess reading comprehension based on one or two paragraphs. Reading through an entire section or chapter would help.
- Circle the unknown or unfamiliar words as you read so that you can look it up in a dictionary and find its meaning for better comprehension. It also improves the personal involvement of the reader in the process of reading.

- Try to make notes of the material you have read so as to see if a particular area can be recalled after some time.
- Consider how interesting the subject matter is and how much you already know about the subject. This helps you to considerably evaluate the reading material.
- Answer questions about the material after reading it in order to find out how much of it you have understood. This way you can find out how much of the material you have read can be recalled from memory.

Improved reading comprehension skills can benefit students in the following ways:

- Students are better prepared for class
- Boosts the confidence and self-esteem of the student
- Increases student participation in class.
- The performance of student increases

Techniques for Good Comprehension

There are a few techniques that you should develop in order to overcome poor comprehension, they are given below.

Skimming and scanning

Non-verbal signals

Structure of the text

Structure of paragraphs

Punctuation

Author's viewpoint (reader's inference)

Reader anticipation: determining the meaning of words

Summarizing

Skimming and Scanning

Reading a text without pausing to study the details is called *skim reading or skimming*. While skimming through the text you must consider

- For what kind of a reader the text is written for.
- The type of text (report, informal letter, formal letter, article, advertisement...)
- The author's intention when he wrote the text (to describe, to inform, to explain, to instruct, to persuade); and
- The general contents of the text.

Reading slowly and carefully and looking for specific information that you are interested in is called *scanning*.

Non-verbal Signals

Texts contain non-verbal signs along with the verbal signs in conveying meaning. Non-verbal signs are certain style features, such as different fonts, bold print, underlining, or italics. The meaning of these style features can differ from one text to another. While in one text italics may be used to emphasize a word in another text it can be used for subtitles.

Layout features are also non-verbal signals. For example:

heading: The heading is seen usually printed at the top of a page in bold to indicate what is being discussed in a particular chapter, column, or section of a passage.

title: It tells you what the theme of the text is in a nut shell.

subheading: It divides a piece of writing into shorter sections giving more clarity to it..

photographs: are pictures related to an article or a text or the graphic representation of an event or incident.

captions: are comments or catchy phrases on pictures related to a text

division into paragraphs: each paragraph is a unit and deals with one particular idea (see also the section on paragraphs overleaf) to visualize facts and figures presented in the text

figures, graphs, bar, bar charts, etc. can be added in order to emphasize on the details of the written material.

Structure of the Text

Texts as we know generally start with a title and sometimes with a subtitle followed by the introduction and the body and lastly a conclusion or summary.

An important aspect of reading is prediction. The introduction mostly informs you about what you can expect. The body consists of paragraphs. Each paragraph deals with one aspect of the subject matter. Paragraphs are linked in a logical way. The conclusion sums up and puts the subject matter in the right perspective. This structure holds good for all texts.

Structure of Paragraphs

A typical paragraph consists of three parts. The first part contains the topic sentence, which is the heart of the paragraph or the main theme. The topic sentence (also called thesis sentence or key sentence) contains a new aspect of the subject of the text. The second part of the paragraph contains sentences which give further explanation on that aspect. These sentences may contain arguments, explanations, details, examples, and other supporting evidence. The last sentence of a paragraph is often a summary of the paragraph or a linking sentence to the next paragraph.

The reader will get a good idea of the contents of a text by reading just the first few sentences (i.e. the topic sentences) of each paragraph .Paragraphs are linked in a logical way by link words which can be used within paragraphs as well.

Punctuation

It makes it easier to understand the grammatical structures.

Punctuation tells you how the author wants you to interpret a piece of text. For example, if the author puts something in brackets, that part of the sentence should be interpreted as an addition to the sentence or an explanation of it.

Author's Viewpoint (reader's inference)

You can conclude the position of the author from certain words and phrases used by the author in the text. For example the use of the word *definitely* expresses a level of certainty. We may also infer the author's stand from words like *fortunately*, *unfortunately*, etc.

Reader Anticipation: Determining the Meaning of Words

Readers, including those who have a wide and flexible vocabulary will come across words whose meanings are unfamiliar to them. You may have often come across a not-too-familiar word whose meaning you were able to guess accurately. This is possible if you understand the relationships between words in meaning and form.

You may look for clues that may help you find the meanings of words.

Step 1: Find out what class the word belongs to; a verb, a noun, an adjective, an adverb, etc.

Step 2: Find out how it is related to other words in the sentence.

Step 3: Analyse the context in which we find this word positive or negative; what the context tells us about the word.

Step 4: Next see if there is any relation between this word and a word that is familiar to you? Consider the word *reflected* in *he reflected on the teacher's comment*. We recognize the word *reflects* in *reflected* and therefore we can easily derive its meaning.

Step 5: his way you can try and derive at the eventual meaning of the word.

Summarizing

While summarizing you may make a note of the most important points in the text as it is difficult to remember the contents of the text if it is sufficiently long. The length of the summary largely depends on the density of the text. The average length of a good summary is about one-third of the original text, but summaries of detailed texts may be longer. You may follow the given steps while writing an appropriate summary.

- Read and familiarize yourself with the material.
- Select the important points from the text, which can be done by either highlighting or underlining.
- Paraphrase the information taken down. This method helps you to understand what you have read because without comprehending you can not condense the text into your own words.
- Order the sentences and paragraphs by inserting linkers between them. Examples of some linking words are: as *therefore*, *nevertheless*, *but*, *however*, *because*, *on the other hand*, etc.
- Try not to make the summary too long. Keep a check on the size of the summary by cutting short on the unnecessary details.

You can make sure if you have understood a text when you answer the questions given in a reading comprehension passage. Generally questions in a reading comprehension passage takes one of the three forms, they are:

What is the main theme of the passage? Or what is the idea being conveyed in the given passage?

What is the author trying to convey through the passage?

What attitude of the author is being reflected through the passage?

What are the assumptions put across by the author through the passage?

What is implied through the passage? Or what is being implied by the author in the passage?

Suggest a suitable title for the passage. Or what title best suits the passage?

Based on the context what could be the meaning of the given word?

Now you can try answering the questions that follow and see how much you have understood.

Important Questions

I. Answer the following questions in two or three sentences each

1. What is reading comprehension?
2. What is skimming?
3. List the techniques of good comprehension.
4. Give two reasons for poor comprehension.

II. Answer the following questions in a paragraph of 100 words each.

5. What are non –verbal signals? Explain.
6. How can you improve your comprehension skills?

III. Answer the following questions in 300 words each

7. What are the reasons for poor comprehension? Explain what the techniques for good comprehension are.
8. Read the passages and answer the following questions.

Passage I

The pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic; of classical studies, but they were gravely disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them,

and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid.

The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method.

A certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours. As to the learning of scientific method, the whole thing is palpably a farce. Actually for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not. The way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever. The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them.

Adapted from: *The Social Function of Science*, John D Bernal (1939)

Questions.

1. What is the chief claim for the use of science in education?
2. According to the author what is the only way of learning the method of science?
3. What did the pioneers of the teaching of science imagine?
4. Choose the best option under each:
 - a. The author implies that the 'professional schoolmaster' (line 7) has
 - i. no interest in teaching science
 - ii. thwarted attempts to enliven education
 - iii. aided true learning
 - iv. supported the humanists
 - v. been a pioneer in both science and humanities
 - b. The author's attitude to secondary and public school education in the sciences is
 - i. ambivalent
 - ii. neutral
 - iii. supportive
 - iv. satirical
 - v. contemptuous.

- c. The author blames all of the following for the failure to impart scientific method through the education system except
- i. poor teaching
 - ii. examination methods
 - iii. lack of direct experience
 - iv. the social and education systems
 - v. lack of interest on the part of students
- d. If the author were to study current education in science to see how things have changed since he wrote the piece, he would probably be most interested in the answer to which of the following questions?
- i. Do students know more about the world about them?
 - ii. Do students spend more time in laboratories?
 - iii. Can students apply their knowledge logically?
 - iv. Have textbooks improved?
 - v. Do they respect their teachers?
- e. Astrology (line 31) is mentioned as an example of
- i. a science that needs to be better understood
 - ii. a belief which no educated people hold
 - iii. something unsupportable to those who have absorbed the
 - iv. the gravest danger to society
 - v. an acknowledged failure of science

Passage II

Whispers

By Max J. Iphani

That is what he normally did. He cleaned the chalk board before greeting them. They wondered why he did so all the time. Did he have to do it? After all, he rarely wrote anything on the board. However, nobody would dare ask him why. It was not worth the risk. You had to be careful with what you did or said during his lesson. He could easily humiliate you. Before they entered the classroom, they often gathered outside and discussed the impending ordeal. “The course is too difficult,” they would say, “and the lecturer is a bore.”...Now the instructor has finished wiping the chalk board and is looking at his students with his small eyes. His eyes have a certain peculiar quality which, when they fall on you, make you feel that something terrible is going to happen to you. So when he looks at them like this, they avoid his eyes. Some students look down. Others look outside through the window... After greeting them, he straight away starts delivering his lesson. “Now ladies and gentlemen, last time I was

telling you that character portrayal cannot be done with any verisimilitude. In a short story, you need to be economical, terse, direct, lucid...'. The lecturer has noticed the blankness on the faces in front of him. They are faces which show no understanding at all. He inwardly feels happy that they find the material tough. It shows that now they know that he mastered difficult stuff. It is important that they should know this, if they are going to respect him.

After some time a student who is normally silent stands up to address her lecturer... "Sir, with your permission, I would like to share with you my opinion about ... the way you have conducted this course... Your boasting about your great learning is really uncalled for... When you come to this lesson you mention many terms, theories and books, [not because you want to help us learn,] but with the sole intention of dazzling us...'

Questions

1. What does the lecturer usually do before he greets the students?
2. Why do the students think it is strange that he always does this?
3. Explain what the word 'humiliate' means here.
4. The lesson is described as 'an impending ordeal'. This suggests that something unpleasant is about to happen to the students. List three reasons why they feel that they will not enjoy this teacher's lesson.
5. What do the students do when the lecturer looks at them?
6. When he starts his lesson the lecturer deliberately uses words he knows the students will not understand. Why does he do this?
7. How might the students feel when they realise that the lecturer is not willing to help them learn?
8. Give the meaning of the following words as used in this passage:
 - a. respect
 - b. boasting
 - c. dazzling
9. Underline the parts of this story that are written in the present tense.

MODULE III

WRITING

CHAPTER -6

NOTE MAKING

Learning Objectives:

This chapter will enable the students to:

- understand the difference between note making and note taking
- know the importance of making notes
- familiarize with the different methods of taking down notes
- know the advantages and disadvantages of note taking methods

Note Making and Note Taking

The process of making notes based on what you have listened, like a lecture or talk is called **note taking**. When you read books and journals and prepare notes, it is called **note making**. However, in both note taking and note making, what is important is that you have to record significant points so that you can use them before an exam or understand some complex concept for further learning.

It is not possible by us to take down everything that we hear. You must know that a speaker speaks about 120-150 words per minute, whereas an average person can take down notes at the rate of only 25 words per minute. Therefore, it is wise to make smart notes so that you may recall more information at a time.

Significance of Note Taking

Following are the reasons for taking notes:

1. Taking notes helps you focus and concentrate in class or while listening to a speaker on television or at a conference.
2. Taking notes helps you prepare for tests and examinations.
3. Notes taken down are the important information in understanding a subject.
4. Helps you to understand the complex concepts or elements of the subject which you might not understand or grasp even by reading books.

Significance of Note Making

Note making is important for the following reasons:

1. Note making helps you observe and record the crucial and finer aspects of a text or a phenomenon.
2. Note making helps you appraise the text or a situation from close quarters.
3. Note making helps you figure out the complexity of a thought, idea, or a situation.
4. It helps you recall and recapture the intensity of an observed phenomenon and express the same in your own words.

Features of Good Notes

Good notes should have the following features:

1. It should be brief, concise, and preferably written in third person.
2. It should contain only the relevant details or facts of the subject. Any illustration, description, explanation, etc. in support of the subject should be avoided. However, it could be given in case of science and technology-oriented subjects/topics where the shape, size and processes become important.
3. Information should be presented in phrases, words, or brief sentences and no specific grammatical pattern should be followed.
4. All information, relating to the subject, should be logically arranged one after the other.
5. Notes are usually divided into main points, sub-points, sub-sub points, and so on.

MAKING EFFICIENT CLASS NOTES

You need to be prepared in order to make efficient class notes. Taking good notes is a three-stage process. Given below are the three stages of note taking:

1. Preparing to take notes (before class)

(a) Go through the notes from the previous class or session before you go to the next class. This will help you remember what was covered and understand new information delivered by the teacher or speaker.

(b) If the teacher has asked you to read something before coming to the class then complete all such work so that when the teacher enters into a new area you will be able to follow it.

(c) Bring all note-taking materials such as pen, pencil, writing board, and paper with you.

2. How to take notes (during class)

(a) Pay attention to what the teacher is saying. Listen for 'signal statements' which will tell you what your teacher is about to say and is important to write in your notes. Examples of signal statements are the most important point...', Remember that...', and 'One of the most important aspects of...'.
(b) Be sure to include in your notes the information that the teacher repeats or writes on the board.

(c) Write quickly so that you can include all the important information in your notes. Make use of abbreviated forms of words and expressions.

3. Rewrite your notes (after class)

(a) Rewrite your notes to make them complete by changing abbreviated words into whole words, symbols into words, and shortened sentences into longer sentences.

(b) Make your notes more accurate by answering any question you had while writing your notes in the class.

(c) Check with other students to make sure that you have not missed any important information while taking notes.

Making yourself familiar with the subject matter before hand helps in the preparation of effective notes. There are different methods by which you can make good notes. The important note taking methods are given below.

METHODS OF PREPARING NOTES

There are **five** methods of making notes efficiently. These are as follows:

- The Cornell method
- The taxonomizing method
- The outlining method
- The mapping method
- The sentence method

The Cornell Method

- In this method of note taking you do not have re write the notes as fair copy.
- It is a well organized method of note taking.

Method:

In this method of note-taking draw two *and a half inch margin on the left side of the paper* leaving a *six-inch area on the right* to make notes .After writing the notes in the main space of the page, use the left-hand space to label each idea and detail it with a key word. This is how you can use this method. You can take down information in the six-inch area while the class is going on. When the instructor moves to a new point you may skip a few lines and complete the phrases and sentences as much as possible after class. For every information that is written in the six inch area, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Try saying the cue out loudly; then recollect as much as you can of the material underneath the card. When you have done so, move the card and see if what you said matches with what is written. If it matches then it means that you know it.

Here are the advantages of the Cornell method:

1. It is organized and systematic which helps in recording and reviewing notes.
2. It is an easy format for pulling out major concepts and ideas.
3. It is a simple and efficient method.
4. This method undoubtedly saves time and effort.
5. This method does not necessitate the need to rewrite the notes allover again.

$2\frac{1}{2}$ "	6"
Cues :condense the ideas and facts into short writings or summaries so as to recite, review and reflect	Notes: record the lecture as meaningfully as possible.

The Cornell Method of Note Taking

The Outlining Method

- This type of note taking follows the Indented style.
- Outlining is usually the best method for lectures and texts that are informative.

- In this method, the most general information is written on the left, with each more specific group of facts indented with spaces to the right.
- The relationship between the different parts is carried out through indentation. The sample is given below.

Method:

First listen and then write your points in an organized pattern based on space indentation. Place major points farthest to the left. Indent each of the more specific points to the right. Levels of importance will be indicated by the distance away from the major point. A common system consists of headings that use Roman numerals, letters of the alphabet, and Arabic numerals at different levels. A typical structure would be as follows:

I. First main topic

(a) Sub-topic

1. Detail

2. Detail

(b) Sub-topic

II. Second main topic

(a) Sub-topic

However, this sort of structure has limitations in the written form since it is difficult to go back and insert more information.

Advantages of the outlining method:

1. It is a well-organized system if used rightly.
2. Outlining helps in recording content as well as observing relationship among various points.
3. Turning main points into questions helps keep the review process easy.
4. Instills more confidence while preparing for exams and for presentations.

Disadvantages of the outlining method:

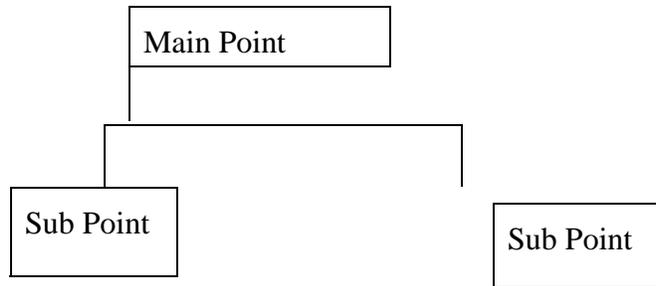
1. The note taker should know the subject matter before hand for accurate organization of the notes.
2. There is limited scope for reviewing and question application because it is very brief. For details one has to look at the original text or source.
3. This system cannot be used if the lecture is rushed through.

The Mapping Method

It is a graphic representation of the whole talk or lecture and so the listener should know the link between the ideas mentioned in the talk. While using this method, you use your critical thinking and try to create a map of the whole information that you receive in lectures or talks. This method is most effective if the lecture content is heavy and well organized.

Advantages of Mapping Method:

1. It helps you track the lecture or talk visually.
2. It employs your critical thinking.
3. It is easy to review the whole information quickly.
4. Different colours can be used for highlighting.
5. If prepared on the flash-card later, it will give you an opportunity to do quick revision before the examination.



The Taxonomizing Method

This is a systematic method of note taking that facilitates you in taking down notes or a summary as quickly as possible, since the format for the purpose has been already created by you. In this method, you may divide your page by drawing quadrangles and label them with appropriate headings such as history, causes, effects, and measures. As you listen to the lecture, start recording information (words, phrases, main ideas, etc.) into the appropriate category.

Advantages Taxonomizing Method:

1. It helps track relevant contents.
2. This method reduces the amount of unnecessary writing.
3. It provides easy review mechanism for both memorization of facts and study of comparisons and relationships.

Example for Taxonomizing Method:

(What?)	(How?)	(Advantages)	(Disadvantages)

The Sentence Method

It is a method which is used by the students who do not know any of the other note taking methods. In this method the notes are taken as complete sentences. However, it is quite a useful method for taking down notes when the topic of discussion is quite argumentative. Write every new thought, fact or topic on separate lines as you progress.

Advantages of the Sentence Method:

1. You get more or all the information.
2. Gives enough idea of the content of the actual text.

Disadvantages:

1. Sometimes you cannot determine the major/minor points from the numbered sequence.
2. It is difficult to edit without rewriting by bringing together points which are related.

Tips for preparing purposeful notes:

1. Take time and prepare notes with care so that it will both save time and increase retention later on.
 2. Select an appropriate method and structure your notes.
 3. Note everything that is related to the author's argument. Remember, important points that come in introductory and concluding paragraphs.
 4. Discriminate facts from opinions, and quotations from summaries. Knowing this difference will help you prepare your notes carefully and you will be able to review your notes later with confidence.
 5. Review your notes the next day, and do it again a few days later. This way you can retain the material for a longer period.

Example: Note making passage I

Read the following passage carefully:-

The work of the heart can never be interrupted. The heart's job is to keep oxygen rich blood flowing through the body. All the body's cells need a constant supply of Oxygen, especially those in the brain. The brain cells live only four to five minutes after their oxygen is cut off, and death comes to the entire body.

The heart is a specialized muscle that serves as a pump. This pump is divided into four chambers connected by tiny doors called valves. The chambers work to keep the blood flowing round the body in a circle.

At the end of each circuit, veins carry the blood to the right atrium, the first of the four chambers. $\frac{2}{5}$ oxygen by then is used up and it is on its way back to the lung to pick up a fresh supply and to give up the carbon dioxide it has accumulated. From the right atrium the blood flows through the tricuspid valve into the second chamber, the right ventricle. The right ventricle contracts when it is filled, pushing the blood through the pulmonary artery, which leads to the lungs – in the lungs the blood gives up its carbon dioxide and picks up fresh oxygen. Then it travels to the third chamber the left atrium. When this chamber is filled it forces the blood through a valve to the left ventricle. From here it is pushed into a big blood vessel called aorta and sent round the body by way of arteries.

Heart disease can result from any damage to the heart muscle, the valves or the pacemaker. If the muscle is damaged, the heart is unable to pump properly. If the valves are damaged blood cannot flow normally and easily from one chamber to another, and if the pacemaker is defective, the contractions of the chambers will become un-coordinated.

Until the twentieth century, few doctors dared to touch the heart. In 1953 all this changed after twenty years of work, Dr. John Gibbon in the USA had developed a machine that could take over temporarily from the heart and lungs. Blood could be routed through the machine bypassing the heart so that surgeons could work inside it and see what they were doing. The era of open heart surgery had begun.

In the operating theatre, it gives surgeons the chance to repair or replace a defective heart. Many parties have had plastic valves inserted in their hearts when their own was faulty. Many people are being kept alive with tiny battery operated pacemakers; none of these repairs could have been made without the heart – lung machine. But valuable as it is to the surgeons, the heart lung machine has certain limitations. It can be used only for a few hours at a time because its pumping gradually damages the bloods cells.

On the basis of your reading of the above passage make notes on it, using headings & Sub headings. Use recognizable abbreviations wherever necessary (minimum 4). Use a format you consider suitable. Supply an appropriate title to it.

Answer/ Hints

Title:- Heart

Notes:-

- i) Function of Heart
 - a) Vital for living
 - (i) never stop working.
 - b) Supplies oxygen rich blood to diff. Parts of the body.
- ii) Structure of the heart
 - a) div. 4 chambers connected by valves
 - b) Blood purified in the lungs.
 - c) Arteries carry pure blood to diff. Part of the body.
- iii) Heart disease – cause
 - a) Weak muscles
 - b) Defective valves
 - c) Defective pace maker
- iv) History of open heart Surgery.
 - a) 1953 – Dr. Gibbon inv. Heart lung machine

- b) Blood could pass through the machine
- c) Enabled open heart surgery
- d) Limitation
 - (i) can be used only for a few hrs. at a time.
 - (ii) damages flood cells.

Abbreviation used

Diff.	Different
inv.	Invented
div.	Division
chamb.	Chambers
hist.	History
hrs.	Hours

Summary:-

The heart is a vital organ of the body, which never stop working. It supplies oxygen rich blood to all parts of the body. It is divided into four chambers inter connected by valves. Blood is purified in the lungs and arteries carry it to different parts of the body. Heart disease has various cause such as weak muscles defective valves or a defective pace maker. The era of open-heart surgery began in 1953 when Dr. Gibbon developed the heart lung machine. Replacement of valves and other areas of a damaged heart are now possible.

Important Questions

I. Answer the following questions in two or three sentences each

1. What is note taking?
2. What is note making?
3. How many methods of note making are there? List their names.

II. Answer the following questions in a paragraph of 100 words each.

4. What is Cornell method? How is it different from sentence method?
5. What are the points to be remembered while making efficient class notes?
6. What is Taxonomizing method? How is it different from Mapping method of note making?
7. Differentiate between outlining method and mapping method? What are the disadvantages of the outlining method of note making?

III. Answer the following questions in 300 words each

8. What are the five methods of note making? Explain them in detail listing the advantages and disadvantages of each method.
9. Make notes for the given passages.

Passage I

The energy stored in coal and petroleum originally came to the earth from the sun. The bulk of the present-day supplies was laid down some 200 to 600 million years ago, when tropical conditions were widespread. Lush, swampy forests produced huge trees; warm coastal seas swarmed with microscopic forms of life. When these organisms died, much of their tissue was recycled as it is today — through scavenging and decay. But a significant amount of dead plant and animal material was covered with mud, which prevented complete decomposition.

With the passage of time, layer upon layer of the fine sediment was deposited over the once-living material; the sheer weight turned the sediments to rock. Sandwiched between the layers, both coal and petroleum were produced and preserved under pressure. Coal was formed mostly of giant fern-like plants that have only small counterparts today. Coal may still be forming here and there on earth, but conditions are not right for the production of significant quantities.

Passage II

Malawi is a landlocked country in south-eastern Africa, bordered by Zambia to the north-west, Tanzania to the north-east and Mozambique to the south, southwest and southeast. The Great Rift Valley runs through the country from north to south, and to the east of the valley lies Lake Malawi. Lake Malawi is sometimes called the Calendar Lake as it is about 365 miles (587 km) long and 52 miles (84 km) wide.

The Shire River flows from the south end of the lake. The surface of Lake Malawi is 1,500 feet (457 m) above sea level. The lake is very deep in places, with a maximum depth of 2,300 feet (701 m). In the mountainous sections of Malawi surrounding the Rift Valley, some peaks are as high as 8,000 feet (2,438 m) in the north. To the south of Lake Malawi, in the Shire Highlands, are the Zomba and Mlanje mountain peaks of 7,000 feet (2,134 m) and 10,000 feet (3,048 m) respectively.

Malawi's capital is Lilongwe although Blantyre is its largest city, with a population of over 500,000 people. Malawi has two places on the

UNESCO World Heritage List: Lake Malawi National Park and the Chongoni

Rock Art Area. (The UNESCO World Heritage List is a list of places that are considered to be of special cultural or physical significance.)

Malawi's climate is hot in the low-lying areas in the south of the country and temperate in the northern highlands. Between November and April the temperature is warm with rain and thunderstorms. The storms are most severe in late March. After March, the rainfall rapidly diminishes. From May to September there is almost no rainfall.

The economy of Malawi is mostly agriculture based. 90% of export revenues come from agriculture and approximately 85% of the population lives in rural areas. The main agricultural products of Malawi include tobacco, sugarcane, cotton, tea, corn, potatoes, sorghum, cattle and goats. Tobacco is the most important export crop (it accounts for about 70% of export revenues). The country also relies heavily on tea, sugar and coffee exports. These three products, plus tobacco, account for more than 90% of Malawi's export revenue.

Other goods Malawi exports are cotton, peanuts, wood products and clothes. The main countries Malawi exports to are South Africa, Germany, Egypt, Zimbabwe, the United States, Russia and the Netherlands. (Adapted from <http://en.wikipedia.org/wiki/Malawi>)

CHAPTER-7

PRÉCIS

Learning Objectives:

This chapter intends to enable the student to:

- understand the purpose and significance of the art of condensation
- know the major forms of condensation such as précis, summary, abstract, and synopsis
- develop adequate knowledge of précis writing techniques
- learn tips to condense a given text

INTRODUCTION

Just as it is difficult to be simple, it is difficult to be precise in what we speak and write. In professional situations, one must be in a position to express oneself not just elaborately but also briefly. It is so because writing and speaking more words means more time, money, and energy to be consumed: not just by the professionals involved in the interaction but also of the organizations, they represent. Most people are capable of talking for hours together but they fail to talk if you asked them to make a brief speech. Even as you enter the professional world you may come across various instances where you have to give a short and brief presentation of a product or a project. In such instances the art of condensation will enable you to impress the audience and go far ahead in your career. Hence, learning the art of condensation becomes very important in student life itself, so that its tenets can be practised by you as a professional.

Moreover, even as a student, you are expected to write your assignments and project reports in a clear and precise way. It is not advisable to surf some website and download the entire article from the internet and reproduce it as such. Having emphasized the obvious significance of the art of condensation thus, let us pick up some ways to develop this art.

The major forms of condensation that are frequently used by us in our academic and professional life are:

- Précis
- Abstract
- Paraphrasing
- Summary
- Synopsis

PRECIS

"A précis is a brief, original summary of the important ideas given in a long selection. Its aim is to give the general effect created by the original selection." It is a concise and lucid summary that avoids all unnecessary details (including illustrations, amplifications, and embellishments) in favor of reproducing the logic, development, organization and emphasis of the original. Retaining the substance of a fuller statement, it seeks to articulate another author's thoughts by extracting the maximum amount of information and carefully conveying it in a minimum number of words.

SUMMARY

A summary is often written and included in the reports prepared by professionals. Summaries are also written to briefly present the main findings of a study, a journalistic article, or a geographical survey. Whatever may be the purpose, a summary is quite useful as it presents the entire matter in a nutshell. While writing a summary, the author does not add, develop, or delete any idea. A summary is often short of examples and illustrations, and emphasizes the main arguments and conclusions of the original. More often than not, it follows the sequence of the ideas as expressed in the original and detailed work.

ABSTRACT

It is shorter than a summary. An abstract is written to highlight the purpose, scope, and significance of a work. Abstracts are usually seen published along with a research article in journals and magazines.

SYNOPSIS

A synopsis is a condensed and shortened version of an article, research paper, a chapter of the book, a report, or a book itself. A synopsis highlights in brief all the important features of the original document. Normally, a synopsis is required to be submitted to universities when research proposals, dissertations and theses are proposed to be written by researchers. In a synopsis, the researcher is required to highlight the purpose, scope, method, significance of the research and the research gap that determines the objective of the research. A synopsis also provides the general plan of the entire work and tries to establish its importance in the relevant field.

PARAPHRASING

Although paraphrasing is not necessarily a condensed form of the original document, it is often believed to be one. Therefore, it is advisable to understand the nature and purpose of a paraphrased text. The purpose of a paraphrase is to reproduce the author's ideas in your own words. So, you may use as many words to convey that idea. Paraphrasing of write-ups is done in order to simplify an idea which would otherwise be too difficult to follow. Many a times paraphrased texts of classics are written to make the text accessible and comprehensible to every kind of reader.

PRINCIPLES OF THE ART OF CONDENSATION

Here are some principles of the art of condensation.

- **Be brief and precise:**

While writing a précis we must try to condense the matter without losing the essence or soul of the matter. Therefore, it needs to be short, brief and focused. It should not come to the length of the original piece of writing. The length a précis is one-third of the original passage.

- **Be complete:**

While reproducing an idea, we cannot leave out any of its important aspects. Therefore, before writing a précis we must read the passage and note the important points and try to incorporate it in the précis version. A précis should, in fact, be as complete and comprehensive as the original one. It should be expressed in a less number of words.

- **Be choosy:**

In order to achieve a good précis of the original, we need to avoid all the unimportant and unnecessary material present in the form of examples, illustrations, instances, quotations, citations, anecdotes, parables, and any other such material that is included in the original to elaborate the basic idea.

- **Be original:**

Most of the time in a précis, we may notice that there is copying from the original text. A good précis is both creative and original. While writing a précis, keep in mind not to distort or modify the author's view point. Without adding any new idea to it, rewrite the précis using your own expressions.

- **Be coherent :**

While writing a précis, follow the order the author has chosen to arrange his/her idea. Since a précis is not the mere imitation of the original, a good précis always has a coherent structure of its own. It should not look as though some unrelated and disjointed sentences have been put together. The purpose of a précis is to help the reader gather the whole idea in a compact, complete, and coherent way.

- **Be clear:**

Clarity in a précis is often lost in our attempt to reduce the précis into one-third size of the original passage. Hence, our overemphasis on the need to compress the ideas expressed in the original often leads to obscurity in expression, which confuses the reader. However, since the précis has to serve as a substitute for the original, we cannot afford any type of vagueness.

SEVEN-STEPS TO WRITING AN EFFECTIVE PRECIS

Follow the seven-steps given below to produce an effective précis.

Read and comprehend:

In order to write a précis, we have to first of all read and understand the original piece of writing. Read the original piece of writing as many times as required and make sure that you have understood what the author has expressed in his/her words.

Prepare a skeleton of the main ideas:

After reading and understanding the précis, list out the important points discussed in it.

Assimilate the essentials:

Once you write down the main points mentioned in the précis focus on each of the points noted down and rephrase them in your words. This will help you reshape the overall idea of the original passage in your words without distorting or losing its sense.

Think of a title:

Think of a suitable title based on the central idea of the précis.

Prepare the first draft:

Once you have completed all the steps mentioned above, prepare the first draft of your précis. While doing so, remember to neither delete any important idea nor add anything of your own.

Review and compare:

You must review and compare your précis with the original. By doing so, you can find out if you have missed out on any point or if you have made any addition to it. While doing so, ask your self questions such as—Does my précis have the essence of the original passage? Does my précis include all the important ideas expressed in the original? Has any idea been unnecessarily added, repeated, or deleted? Does it follow a coherent structure? Does it have clarity and compactness of expression? Does it use linkers and punctuation marks correctly?

At this stage, you can also count the number of words used in your précis.

Edit and revise:

Since you have reviewed your first draft critically you can now revise your second draft and shape it as the final version of your précis. At this final step of précis writing, incorporate all the alterations, modifications, and changes you thought while reviewing your first draft. This is one way of giving the passage the final touches.

Example Précis:

Passage I

It was the cold midnight of 2 and 3 December 1984. The people of Bhopal were sleeping in the warmth of quilts as the mercury dipped, with the sounds of police vehicles assuring them 'all is well'. Suddenly, they started coughing and sneezing incessantly.

They wondered what was wrong. Those who came out of their homes discovered that hell had broken loose. People were running in panic. Sunil Singh, a grocer, recalls the nightmare: bodies strewn all over, and the air irritating the eyes, throats, and lungs. 'I was unable to see properly, but I ran until I collapsed in a pond meant for pigs and buffaloes,' he says.

The next morning, the people of Bhopal woke up to the news of the world's worst industrial disaster. About 8,000 people had perished and 5 lakh were left with multi-systemic injuries, as over 40 tonnes of deadly methyl isocyanate gas leaked from the multinational Union Carbide India Ltd's (UCIL) plant.

Twenty-five years on, the survivors struggle with cancers, pain, breathlessness, and other problems. Every month, about 30 people die because of the after effects of the gas. Children, who were born after the tragedy, too, are exposed to the toxic waste.

The environment watchdog Greenpeace recently declared the defunct UCIL plant as a 'global toxic hotspot'. It found heavy concentrations of carcinogenic chemicals and heavy metals such as mercury, which have been found at 20,000 to 60 lakh times the permissible levels. :

Over 40 per cent of the women who were exposed to the gas have had abortions. Also, many women have not found grooms because of the fear of deformed babies. Femida, a survivor, was just four during the mishap. Unmarried and scarred, she wanders in slums, and often tears up her clothes in a fit of madness.-

Activist Rachna Dhingra, who runs the Sambhavana clinic, says that many women who were toddlers at the time of the mishap are now suffering from menstrual problems. Nazma (name changed) was just a year old at the time of the mishap. Now, her menstrual cycle is erratic. And she is yet to get married. 'I have been suffering for the last 10 years, says Nazma. 'I do not know when I would become a normal woman.' (No. of words: 374)

Source: DeepakTiwari, 'Murder at Midnight; *The Week*, 31 January 2010. p. 45.

Précis Summary:

It was on the night of 2 and 3 December 1984 that the disaster of the gas plant took place in Bhopal. Around 40 tonnes of Methyl Isocyanate leaked from the Union Carbide India Ltd's plant, which resulted in the death of 8000 people and 5lakh casualties with multi-systematic injuries. Even after 25 years the survivors of the Bhopal Gas tragedy continue to suffer from cancer and various other problems. Women of Bhopal suffer from irregular menstrual cycles and 40% of the women exposed to the gas have had abortions. Activists say that many women who were toddlers at the time of the incident are now suffering from menstrual problems. Environmental watch dogs have declared UCIL as a 'global toxic hotspot'. (121 words)

Passage II

These are two considerations which deserve at least a word in any discussion of the future of the Indian theatre. The first is the rapid development of the cinema as a competitive for prophesied favour. At first, in the early flush of cinematic triumph people—some of whom might have been expected to , know better—prophesies the extinction of the theatre. It is now clear that though here and there, temporarily, the theatre may be affected, the cinema can not hope to replace the stage and elbow it out of existence. Experience in the West has shown that the stage will always be required as a federal studio. For the technique is different and great stage actors have, always, to their disgust, discovered that film acting is at least only second best to them; it cannot mean to them what the stage means. Something is lacking in the human touch. In the theatre heart responds to heart and mind acts on mind in a way unknown to the cinema.

Thus there is no danger of extinction to the theatre. On the other hand, the rivalry of the screen ought to and will put theatre to a new test and give it a new stimulus that may well lead to still higher planes of artistic achievement.

Finally, a word about a national language spoken, written and thought might do for the theatre in India. With the new awakening in social life the need of a common tongue is being increasingly felt. Much work is being done to bring out a common linguistic medium. The day when, it is accepted will be a great day for the Indian theatre, as it will be for all art in the country. But the theatre, because its life blood is spoken word, will gain most. With a common tongue, with a live national consciousness, the theatre will become to its own as definite instrument of national unity reflecting the national mind, interpreting the national heart and dreaming national dreams for the future.

Précis Summary:

Two things are to be considered when we think of the future of the Indian theatre. The first is the rivalry of cinema. At one time it was thought that the cinema might oust theatre. But now it is admired that the stage must always be there as a feeder for the studio. Besides the great stage actors do not like the inhuman techniques adopted by the cinema. On the other hand, its challenge might make the theatre rise even to greater heights. Secondly, the adoption of a language may do much for the Indian theatre. Such a language is being formed. When adopted, it will enable the stage to keep the cause of national unity by dramatizing the national consciousness.

Important Questions

I. Answer the following questions in two or three sentences each.

1. Define Précis.
2. What do you mean by the art of condensation?

II. Answer the following questions in a paragraph of 100 words each.

3. What are the principles of the art of condensation? Explain.
4. Why is the art of condensation necessary? Elaborate.
5. How is Précis different from Abstract?
6. Differentiate between Abstract and Summary.
7. How is a synopsis different from Précis?
8. What are the seven steps to writing an effective précis?

CHAPTER 8

LETTER

Learning Objectives:

This chapter intends to enable the learner to

- understand the various elements of business letters
- learn the different layouts of a letter, such as indented layout, semi-block layout, and full block layout
- acquire various specific features of effective letter writing
- learn how to write different types of business letters

In a world where our communication is being limited mostly to SMS messages and chat messages, letters have their importance, but to a greater extent in the professional world. Business letters create an impression about the organization and hence it is necessary to learn the art of writing good letters.

A business letter

A business letter is a letter written in formal language from one business organization to another for business transactions, correspondence between the organizations, its customers, clients and other external parties. Business letters are written for various reasons like:

1. To place order for supplies
2. To reply to a request
3. To identify a mistake that was committed
4. To apologize for a wrong.
5. To request for action from another party.
6. To inquire about a product or
7. To simply convey good will.

Business letters are sometimes called *snail-mail* (in contrast to an email, which is faster. Even today, the business letter is still very useful because it produces a permanent record, is confidential, formal and delivers persuasive, well-considered messages.

Importance of Business Letters

Business letters are important for the following reasons:

1. Helps organizations in strengthening their relationship with customers, stakeholders, suppliers, etc., all those people with whom they have to do business.
2. These letters can be filed for future references and they serve as an important record of information.
3. They help in conveying information that is confidential or complex.
4. Letters help companies reach the organizations, clients, shareholders, and others who are geographically in distant places.
5. They help companies to ensure the quality of their products, services, and deliveries.

Thus, mutual exchange of information helps in filling the gaps and eventually helps in the smooth functioning of the organization and contributes towards its growth.

Elements and Structure of Business Letters.

Usually in business letters a margin of at least one inch is there on all four edges and are written on 8 1/2'' x 11'' (or metric equivalent) unlined stationery. The different elements of a business letter are:

- **Letterhead:** This contains the return address (usually two or three lines) with the organization's name, full address, email, telephone, and fax numbers. Sometimes a line is left after the address and before the date for a phone number, fax number, and e-mail (also e-mail) address.

Often a line is skipped between the address and date. This should always be done if the heading is next to the left margin. Letterheads should be designed with a lot of creativity and imagination, as they create a brand image of the organization at the very first glance. Given below is a sample letterhead:

United Ply Wood Exports Ltd.	
Vijay Nagar, New Delhi 111031	
Phone: (0456) 244221 Fax: (0222) 2442215 http// www.unitedply.com	
25 October 2010	

Standard Elements	Additional Elements
Letterhead and date	Addressee notation
Inside address	Attention line
Salutation	Subject line
The body	Reference initials
Complementary close	Enclosure notation
Signature block	Copy notation
	Mailing notation
	Postscript

However, when you write your job application letter, you cannot have the company's letterhead; you have to write your address (sender's address) first and then the receiver's address with one line space in between. These addresses should be well aligned with the left hand margin as shown below:

Chandhana Mishra
 24/241, Civic Lane
 Mira Bhai Circle
 Jodhpur- 302004

The Managing Director
 Ranbaxy Pharmaceutical Ltd
 New Delhi –740004

The date on which you are writing the letter should be mentioned in one of the following; ways:

October 25, 2010 or 25 October 2010

- **The inside address**

This is the receiver's address, the address of the person to whom you are sending the letter. It should be complete in order to make sure that the letter is being delivered on time. Before writing the recipient's address, leave one line space. Include titles and names if you know them.

This is always written on the left margin. If an 8¹/₂" x 11" paper is folded in thirds to fit in a standard 9" business envelope, the inside address can appear through the window in the envelope. An example would be.

Dr Janish Malhothra
Head of the Department of Biotechnology
University of Calicut
Calicut-632637

While addressing a firm 'Messrs' is used before the name and in this case 'The' is not used; before the name. 'Messrs' is the plural of Mr. and therefore where more than one person is involved we can use this For example:

Messrs B.T. & Company
12/24, Karol Bagh
New Delhi-1400016

In the case of 'limited/incorporated' company it is better to write the receiver's name and designation and if you do not know the name of the person. It will be better if you write the designation of the officer because in these companies they will have people in different positions. For example:

The General Manager
Glem Gas Limited
Lal Bahadur Shastri Marg
Meerut-252232

Mr. Prabhat Param
The Chief Accounts Officer
Hindustan Marbles Limited
Chembur Junction
Mumbai – 4001004

Attention: The attention line is written to refer the letter to the person or department in charge of the position referred. The word **Attention** is followed by the name of the individual or department. Do not abbreviate the word **Attention** or put a colon after it.

The attention line is placed two spaces below the last line of the name and address of the addressee, either in alignment with the left margin of the letter or in the centre of the page. When paragraphs are indented, the attention line is placed in the centre of the page. For example:

The General Manager
Deulex Paints Limited
Jawahar Lal Nehru Marg
Bangalore-253006

Attention Mr Pradeep Dhawan

- **Salutation:** Is the greeting in a business letter which is always formal. It normally begins with the word 'Dear' and always includes the person's last name. For example,

Dear Professor Brian:

It normally has a title.

Eg: Dear Mr. Stanley , Dear Ms. Jilly

Use a first name only if the title is unclear—for example, you are writing to someone named Stanley and Martini but do not know whether the person is male or female, it is better to address as Dear Stanley or Dear Martini

While addressing your letter to the head of an organization or firm whose name is not known, it is advisable to use Dear Sir/Madam:

These days it can be noticed that the salutation in a business letter always ends in a colon. But in an informal letter if the salutation ends in a colon then you must understand that you are in trouble or there is a serious problem in the relation.

- **The body:** A business letter is never handwritten. Paragraphs may be indented depending on the letter style chosen. Regardless of the format, skip a line between paragraphs.

It is advisable to skip a line between the greeting and the body and also between the body and the close.

- **The complimentary close:** A business letter generally ends with a polite closing remark which ends with a comma. It is either written at the left margin or its left edge is in the centre, depending on the business letter style that you use. It begins at the same column the heading does.

The block style is seen to be widely used now days because there is no indenting in the whole letter. E.g.: Yours sincerely, Yours faithfully,

- **Signature line:** is the place where the person writing the letter must sign. Therefore it is better to skip two lines (unless you have unusually wide or narrow lines) and type out the name to be signed. Women may indicate how they wish to be addressed by placing *Miss, Mrs., Ms* or similar title in parentheses before their name.

You may include a second line in the signature line in order to write a title, if necessary. The signature should be put in the space between the close and the signature line. Use blue or black ink.

- **Identification initials:** are the initials of the typist which appear justified to the left leaving two spaces below the signature block.
- **Enclosure notation:** It is located with the identification initials or in its place with the notation *enc, end, enclosures (3), or J encs.*
- **Copy notation:** If you are intending to send a copy of the letter to someone then justify to the left two lines below identification initials with the notation *cc: full name or initials or designation of people* who are to get the copy of the letter.
- **Postscript:** Is generally included two spaces below the last text on the page. It is written as *PS* and then a short sentence which consists of a comment or information that the writer wishes to emphasize. Never use the postscript to add something that was forgotten while writing the letter. Instead, rewrite the letter.

• **LAYOUT**

Although there are various layouts used for writing business letters, the block format is commonly seen. However, for our professional purpose let us know the major ones. They are as follows:

- Full block layout
- Semi-block layout
- Simplified layout

Full block layout: This layout is the most popularly used layout because it is very attractive, easy to read, and very simple to draft. It saves time because indentation is not required. In this chapter we have used this particular in sample letters. Following are the points you should keep in mind while using this layout:

1. All elements except the letterhead are aligned to the left margin.
2. Open punctuation is followed except in the cases of salutation (:) and message. A full block layout will look like as follows:

Letter Head

Ref. No.
Date
Inside address

Sub:
Salutation
Main Body

Complimentary close
Signature
Enclosure

Semi-block layout: This is an outdated format. The heading, complimentary close, and signature block are aligned vertically with the right margin. The rest of the elements are aligned to the left. In this style each paragraph of the message begins a few spaces away from the margin.

Simplified layout: This layout follows the following principles:

1. Omits salutation
2. Often includes a subject line in capital letters
3. Omits complementary close

This kind of untidy or ungrammatical letter gives a bad impression about the company's product or service, whereas a well-drafted, handsomely spaced, and well-organized letter, a customer unconsciously assumes the sender of the letter to be an up-to-date, well-organized, and successful business house.

Most offices can not do with out letter writing and good letter writing style may display your capability and establish your credibility. In fact a good letter can be decisive in bringing business to a firm which can in turn work wonders in the career of the person who drafts these perfect business letters.

BUSINESS LETTERS—ELEMENTS OF STYLE

- **Don't talk like a machine:** A business letter is primarily a means of communication and hence it definitely calls for being warmer. Thus you must make sure that your letter does not sound mechanical as it may effect the future transactions carried out between the two individuals or the organizations. Instead the letter must be addressed more personally and in simple language. Example:

Incorrect method- The Company will give a demonstration of its new grinder at the benefit of the customer.

Correct method-We are glad to make a demonstration of our new grinder at the time and venue convenient to you.

- **Display a 'You' approach:** It is advisable to be more reader-oriented while writing the letter as the letter may fail to communicate and may not serve the purpose. It should be written from the point of view of the reader in order to enhance a smooth relation with the reader. Example:

- Thank you very much for placing your order with our company's product.
- We are glad to receive your request for...
- We are glad to help you with your enquiry about...

- **Be courteous and considerate:** It is very important to be courteous and considerate towards the reader for effective communication .But this does not mean that you have to be unprofessional. Moreover, courtesy and considerate expression would lead to the good will of the organization. Example:

Incorrect method -We cannot do anything about your problem.

Correct method- we have received your complaint and we will look into it in a short while. However, we regret at the in convenience ...

- **Don't blame the reader:** Most of the business situations dealt in a business letter may not seem to be pleasant. Therefore as a golden rule it is advisable that we should not dash off a letter when we are furious and agitated. Even after having received a letter that is full of accusations, complaints, and charges it is important that we keep our cool. If we are to blame for any problem it would be better to openly confess your mistake. In case we are needlessly blamed try explaining in a calm way to the reader where the fault lies and how it can be avoided in future. In no way should we find faults with the reader or blame him/her for any mistake. Find out from the given example how by avoiding hurt, we can help ourselves as well as the reader:

- **Incorrect method -**You have not sent us a copy of your identity proof for further transactions.
- **Correct method -**We are sorry to let you know that we have not yet received a copy your identity proof. However, as per the policies of the company no further transactions can be done.
- **Avoid being negative:** We have to be very careful while wording a letter. A good message can lose its impact because of the negative tone and verbal structure made use of by the writer. Hence, avoiding a negative approach and replacing negative verbal structures with those which sound positive or neutral must certainly be practiced and made use of while writing business letters. Here is an example of how the message can be communicated without sounding negative or dejected:

Incorrect method- Despite our repeated reminders your cheques have not been received by us

Correct method- We regret to inform you that despite our repeated reminders we are yet to receive your cheques.

- **Be natural and precise:** Business letters are usually seen written in a style that sounds artificial, unnatural, and full of technical jargon. This makes the message unclear. We need to understand that professionals deal with a large number of reading assignments and hence, reading unnecessarily long-winded, confusing, or verbose letters would be ineffective. Therefore, you must avoid writing sentences which are characterized by jargon, redundant expressions, or artificiality of some sort. Example:

Incorrect method- There is immense pleasure in letting you know the fact that...

Correct method- We are glad to inform you that...

- **Be simple and specific:** Lack of clarity in a business letter sometimes leads to unnecessary confusion and controversy. It is better to write in a simple, direct, and specific style. Therefore, while writing a business letter, ensure that the letter is correct, complete, and clear in every respect. Example:

Incorrect method- A cheque for the particular amount has been sent to you.

Correct method- A cheque for Rs 1,25,000 has been sent to you.

- There should be a careful distinction between 'I' and 'We' Personal pronouns (*I, we, and you*) in business letters. While writing business letters, it is perfectly appropriate to refer to yourself as *I* and to the reader as *you*. You should be careful when you use the pronoun *we* in a business letter since it commits your company to what you have written. When stating your opinion you may use *I* whereas when presenting company policy, use *we*. Example:

Incorrect method- I am ready to sign the contract once the terms and conditions are mentioned.

Correct method- We are ready to sign the contract once the terms and conditions have been mentioned

- **Judicious use of the active and passive voice:** The use of passive voice not only makes your writing dull but can also be ambiguous or overly impersonal. However, passive voice is sometimes necessary particularly when the action required is more important than the agent. A bad news or accusation is better to be presented in passive voice. Thus, both the active and the passive voice have their own use and should be chosen carefully. Example:

Incorrect method- We have not received your payment yet.

Correct method- Your payment is not yet received by us.

Prefer using active voice for expressions such as these:

Incorrect method- We are thankful to you for the continued cooperation you have shown.

Correct method- Thank you very much for your continued cooperation.

- **Avoid using clichés and jargon:** Using clichés (a phrase that is over used) and jargon (special words or expressions used by a profession or group which is difficult for others to follow), particularly in a letter makes the letter sound dull, routine, and repetitive. Since both the beginning and the ending of a letter require strong, positive, and emphatic structure, using clichés and jargons at the beginning or towards the end of a letter is likely to make it sound weak and ineffective. Given below are some such expressions which need to be avoided:

1. The writer begs to acknowledge the receipt of...
2. The favour of your early reply will be appreciated by us.
3. Enclosed please find herewith...
4. Awaiting the favour of your early reply.
5. Assuring you of our best possible services and attention at all times.
6. I have the pleasure of informing you...
7. Please be good enough to advise us further on this.

TYPES OF BUSINESS LETTERS

There are different types of business letters, which are as follows:

<ul style="list-style-type: none">• Acknowledgement letter• Letter of recommendation• Appreciation letter• Sales letter• Request letter	<ul style="list-style-type: none">• Goodwill letter• Credit and collection letter• Inquiry letter• Claim letter• Adjustment letter
---	--

Let us look at the most common types of business letters.

Acknowledgement Letter:

A letter of acknowledgement is both a receipt and a public relations tool. Its objective is to let the reader know that items requested in a prior communication, usually an inquiry or an order letter, have been received.

The scope can actually be quite brief, just enough to complete a business communication cycle. Confirming the day in which an item arrived or expressing some appreciation for having a request satisfied may be all that is necessary.

Remember, it's the thought that counts. An acknowledgement letter is a professional courtesy routinely extended by successful people in the building and maintenance of productive business relationships.

Letter of Recommendation:

A letter written to recommend a person for a job position or admission in a higher degree or a specialized kind of study programme is known as a recommendation letter. The letter simply states the positive aspects/strength of the applicant's personality, required skills, and how he/she would be an asset to the organization. This type of letter is also written to promote a person in an organization.

Appreciation Letter

A letter written to appreciate someone's work in the organization is known as an appreciation letter. This type of letter is usually written by a superior to his/her junior or from one organization to another organization, thanking the client for doing business with them. This type of letters ensures good relationship with two organizations or individuals.

Acceptance Letter:

An acceptance letter is a positive response to either an invitation or a job offer. Its objective is to notify the reader of an affirmative decision. The letter should be kept fairly short. Its scope need only include information that relates to the logistical details of accepting the offer.

If you have been offered a job that you intend to accept, write your letter immediately. Remember, you are not the only person that was interviewed. The offer only indicates that you are the employer's "first choice." Delay on your part will communicate a lack of interest and will result in a prospective employer turning to his or her "second choice."

Apology Letter:

When there is a failure in delivering the desired results then you may write an apology letter. Expressing a genuine sense of apology, concern and unhappiness at the inconvenience thus caused to the reader and promise to make up for the loss at the earliest opportunity. This type of letter helps in saving the writer from spoiling the relation.

Complaint Letter:

A complaint letter advises the reader of an error in a business transaction or a defect discovered in a consumer product or service. The objective is to provide detailed information regarding the error or defect and to serve as a legal document recording the writer's claim and the corrective action or adjustment being requested.

Keep in mind that your reader is a trained customer service professional and not very likely to be the person responsible for the error or defect. Rather than being angry, use a firm but courteous tone when stating a complaint. Remember, you want results, not a fight.

The scope of a complaint letter should include only those facts that validate your claim and a request that corrective steps be taken. It may also detail the options that you are willing to accept in satisfaction of the claim.

Example:

21,Charni Road
Mumbai-40004

January 12,2012

Messrs Babcock and Singer
Hornby Road
Mumbai-400007

Dear Sirs:

I am sorry to have to make a complaint about the watch I bought from you on January 7 (Bill no.1432). The watch does not show correct time. I have been using it since last Saturday, the day when I bought it. I have found that it gains four minutes a day.

I am sending you the watch through my brother. I shall be much obliged if you will either set it right or supply a new watch in its place.

Yours truly,
Rishab Chauhan

Adjustment Letter:

An adjustment letter is a response to a written complaint. The objective is to inform the reader that their complaint has been received. It is also a legal document recording what decisions were made and what actions have or will be taken.

Keep in mind that your reader has been inconvenienced. This is a prime goodwill building opportunity. Everybody makes mistakes and when a business owns up to one it goes along way to renewing the customer's confidence in a continued business relationship.

The scope of your adjustment letter should reiterate the relevant facts of the claim. When the customer is right, include a forthright admission to that effect and extend a sincere apology. When the customer is not right, explain the reasons clearly and with every courtesy.

Counter any negativity that may be in the complaint letter with a positive approach. Be gracious and emphasize the corrective steps being taken. Explanations for why the situation occurred are of less importance than the solution.

Inquiry Letter:

A letter of inquiry is a request for information that the writer believes the reader can provide. Regardless of its subject, the objective is to get the reader to respond with an action that satisfies the inquiry.

The action taken can benefit either the writer or the reader, and sometimes both. However, the scope must include enough information to help the reader determine how best to respond.

Following are some of the points to be remembered while writing an inquiry letter.

1. Information on the requirement of—a catalogue.
2. The time period within which the order placed will be delivered.
3. Details regarding the mode of payment, discount offer, credit facility, if any.
4. Inquiries must be short and brief.

Order Letter:

An order letter, also known as a purchase order or PO, begins the paper trail of a specific purchase. The objective is to provide the vendor with detailed instructions for fulfilling an order. It also serves as a legal record of the transaction and, consequently, should be written with care.

Your intentions need to be clear and concise. Attention to detail is crucial. The reader will fill your order only according to your instructions; your satisfaction will depend largely upon their accuracy.

The scope should include only the information needed to fulfill the order. The vendor does not need to know why you are placing the order, what it is going to be used for or for whom it is intended. The vendor only needs to know when you expect delivery and how you intend to pay the bill.

Application Letters and Cover Letters

There is misconception that application letters and cover letters are essentially the same. The letter of application is more or less like a sales letter in which you market your skills, abilities, and knowledge. On the other hand, a cover letter is primarily a document that identifies that an item is being sent. It includes the information like the person to whom it is being sent and the reason for its being sent. It serves as a permanent record of the transmittal for both the writer and the reader.

Application letters

An application letter is a cover letter, a sales letter, and a marketing tool all in one and it should accompany a professional resume any time a person applies for a job.

Its main objective is to get the applicant in the door for an interview and must be written well enough to attract the attention and interest of the person with the power to recommend or grant one.

The scope should include compelling information that will convince the reader that the qualifications outlined in the resume are strong enough to make an applicant a candidate.

You must keep in mind the following points while writing a job application letter:

1. You must mention the job position for which you wish to apply and how you came to know about the vacancy.
2. You can brief the recipient on your qualification, activities that reflect on your leadership qualities, educational background and skills acquired.
3. Include the information that is not included in your resume but is important to the job.
4. Do not forget to give references of people who can support your qualification for the post.
5. Stress on the qualification that you have and that which the prospective employer is looking for.

If you are interested in the post that has been advertised, you are required to refer to the advertisement right in the beginning of your letter. For example:

With reference to your advertisement No. CS/Rect/11/21 dated 21 Nov 2012 in *The Times of India*, I wish to offer my candidature for the position of Senior Soft ware Consultant in your company.

(Or)

I came across your advertisement in today's *Hindustan Times* inviting application for the post of Copy writer in your reputed organization. I wish to be considered for this post.

If you have been referred to a company by one of its employees then mentions that before stating your job objective. For example:

During the recent International conference on 'The importance Media in Child behavior', AIIMS Delhi, one of your research scholars, Ravi Shastri, informed me of a possible opening for a Councilor in your Children Specialty Centre. I have an extensive background in Councilling and my PG in Clinical Psychology makes me a highly qualified candidate for the position.

Example:

15, Nehru Road
Allahabad

September 9,2012

The Manager
New Press
Allahabad

Dear Sir

In reply to your advertisement in yesterday's The Hindustan Times, I wish to offer myself as a candidate for the post of Clerk in your office.

I am 19 years old and have obtained a first class in B.A. English degree examination 70% marks. I also have good computer knowledge.

I enclose two testimonials, one from the Head of the Department of English from the College where I graduated and, another from the Principal Higher Secondary School from where I did my Plus Two.

If I am selected, I shall try my best to satisfy you by honest and devoted service.

Yours faithfully,

Dinesh Gupta

A cover letter:

A cover letter is a letter that accompanies items or documents enclosed or shipped in a single package. The objective is to identify each of the items that are included and provide a paper trail for both the sender and the receiver.

The scope should be limited to only that information that will help the reader recognize the contents of the package and the reasons for receiving them.

Sales Letters

A sales letter is a marketing tool that promotes a good or service. Its objective is to persuade the reader to buy what the letter offers. To be effective, its scope must describe a particular benefit the reader will gain by making the purchase, such as a problem solved or a need fulfilled.

Before you begin, you should be familiar with what your sales letter intends to promote and the people you intend it to reach. This may require a little research and some brainstorming, but without preparation your sales letter will be less effective.

Then decide on the features that best highlight the good or service; identify its selling points, in other words. Bigger, brighter, stronger, faster, cheaper, etc., are common selling points when writing a sales letter.

Catching the reader's attention: In order to catch the attention of the reader, the beginning of the letter should be so captivating that the reader should not be able to put it down without reading. The beginning can be made catchy with a quotation, an anecdote, asking an interesting question or with the help of statistics that will startle the reader.

Creating a desire: Sustain the interest of the reader by emphasizing on the highlights of the product from the prospective customer's point of view. Do not exaggerate instead focus on the outstanding features of the product and create a desire in the reader to buy it.

Carrying conviction: Convince him/her of the authenticity of your claims. This can be achieved in a number of ways—by arranging free demonstration for the potential customer; by providing a guarantee; by making the reader read through the favourable comments and statements by other users of the product; by showing statistics in favour of the product; by enclosing literature that presents the product in favourable light, etc.

Inducing action: The closing paragraph of a sales letter should be drafted to persuade the reader to take the action. The desired action could vary—this could be by making the reader call at our sales branch, ask for a demonstration, and call the reception to know further about the product, or send an order. Generally, in the final part of the sales letter we are required to make the offer tempting by making special offers, by attaching easy-to-fill-in-pro forma or tear-off slips or by facilitating action at the end of the potential customer.

Thus, a sales letter is nothing but an effective advertisement. The outcome of a good sales letter is the same as that of a good advertisement—both of them convert their target audience into potential customers. The purpose of the letter should be to persuade the reader and this can be achieved only through a good style and good language.

CHAPTER 9

RÉSUMÉ

Learning Objectives:

This chapter intends to enable the learner to

- Learn the art of preparing one's own resume.

Resumes play a very vital role in our career life. A good resume can get us shortlisted and a bad one can lead to the rejection of our claim to a position. Therefore, preparing a resume is an important skill that we need to develop at an early stage. It requires good imagination, creativity, sincerity, and consistent effort in keeping it updated, comprehensive, and effective. Following are some of the most crucial elements of a resume in brief:

- Appearance
- Personal information
- Career/Professional objective
- Education/Academic qualification
- Work experience/Professional skills
- Activities and achievements/Special interests and aptitudes
- Awards and honours
- Memberships
- References

Types of Resume

There are various types of resumes that you can prepare while applying for a job. It is the kind of job profile the company offers and the skills and work experience you have that determines the type of resume you need. There are different ways in which you can arrange your details in these different types of resumes.

Chronological: A chronological resume gives the history of your work experience in the chronological order in the sequence of their occurrence. Nowadays, a reverse chronological order is in practice, since employers prefer this type as they get to know what you are doing now and where and when you have worked in different organizations.

Functional: This type of resume mainly focuses on your skills and experience. If you keep changing your career quite often and there are gaps (taken long breaks between two employments) in your employment history then it is advisable to prepare this type of resume.

Hybrid/Combination: Mostly this type of resume is prepared. In this type, you list your skills and experience history first and work/employment history next. While drafting your resume a certain strategy can be followed since you can highlight the skills that are relevant for that particular job profile.

Based on the kind of medium used, resumes are of two types:

- Paper-copy/Traditional print resumes

- Electronic/Scannable resumes

Paper-copy/Traditional print: As many offices are going paperless, resume tradition has also changed. More recruiters are looking for electronic resumes rather than paper ones. But some smaller companies still want a hard copy/traditional print resume, so it is important to know how to get your resume across. There are certain points you have to keep in mind while drafting your resume:

1. Keep the resume short as recruiters do not have time to go through a lengthy one.
2. Take care of font size and adequate margin.
3. Use one type of heading—serif or sans serif.

Serif and sans serif are the two important typeset designs which are available under 'font', in your computer. Serifs are the small finishing strokes on the ends of characters, whereas sans serif fonts do not have these finishing strokes.



Source: <http://alexpoole.irifo/which-are-more-legible-serif-or-sans-serif-typefaces>, accessed on 17 December 2012.

Keep the following tips in mind while sending a paper-copy resume:

1. Keep the copies crisp, clean, and dark.
2. While drafting the resume keep in mind that the person who reads your resume may not have a lot of time to read through a very lengthy resume.
3. Tabular form is easily readable and helps the reader form a quick opinion.
4. While editing check more than twice.

Electronic/Scannable resume: An electronic resume is called a scannable resume. It is a plain text either in ASCII (American Standard Code for Information Interchange) or in HTML (Hyper Text Mark-up Language) document. It is submitted along with a job application. The applicant should use key words to provide the recruiter or employer information regarding his/her key skills, work experience, qualification, etc. You must know that many companies process all their incoming resumes electronically by using an automated applicant tracking system, that is, ATS. As and when the company wants employees for them, they use data mining technique to search through the data base created for this purpose. Resumes are scanned by the Optical Character Recognition (OCR) software. In this process, the resumes that match the maximum score for the relevant keywords and desired skills are printed and the candidates are called for an interview.

Tips for scannable/ electronic resumes:

1. Use standard fonts which have distinct letters.
2. Use various techniques to draw the attention of the recruiters. Some of these are boldface, capitalization, indentation, etc.

3. Make it computer friendly.
4. Do not use underlining and fancy scripts.
5. Never use any lines, boxes, or graphics.
6. Provide important information in the beginning and use technical words reflecting your core competencies and skills.
7. Use industry buzzwords and common technical acronyms.
8. Use standard font size (10-12) and avoid columns.
9. Don't worry about length.
10. Use descriptive nouns and noun phrases (surveyor, programmer, manager, six years experience).
11. Post a high-quality print quality without folding the paper.

Important Features of a Selling (one that is most wanted) Resume.

Here are some important features of a selling resume:

1. It creates crucial first impression.
2. A selling resume will always have catchy appearance and contents.
3. It is well-organized, properly written, and presented with an apt layout.
4. It is free of errors.
5. Its purpose is to persuade that you have abilities, skills, and personal qualities that the employer is looking for.
6. Both hard copy and scannable resume could be attractive and serve the purpose, provided the details are presented well.
7. A good resume is always accompanied by a well-drafted cover letter.

Resume contents: Now let us know the contents of a resume. They are as follows:

Identification:

- Name
- Phone
- Address
- Email **ID**

Career objective: You should always draft a career objective for yourself, based on your skills and professional aspirations. Do not copy and paste what others have written in their resumes. Given below are three career objectives and a comparison is given for your better understanding.

Wrong: Seeking employment in a business environment which gives me an opportunity for professional growth and aspirations.

Good: Achieving excellence as a multimedia technical assistant.

Better: To become a professional educator and provide sufficient guidance in the academic world of the students.

Education:

Degree - University/College – Year - CGPA/Division

Employment/work experience: Always provide in reverse

Communication Skills:

Student Assistant:

University of.....2000-present prepared and processed

Sales Associate:

Or

Give in a tabular form

S.No. – Designation – Company - Pay scale

Professional skills (Related course work) Technical knowledge

Managed a retail design studio producing over.....

Hired, trained, and supervised.....

Provided training.....

Professional affiliations (membership, etc.)

Membership of various professional organizations/societies, etc.

Activities and interests

Co-curricular (brief) Any other special interests

Awards/Honours/Achievements

Academic/non-academic Professional

References

2 from university/earlier organization 1 from reputed person

SAMPLE RESUMES

Sample 1

Harmony House,

Santa Street, South Square,

Gandhinagar, Hyderabad - 600088

Phone: 7089235128

sheebah@yahoo.com

Shiba Haby.P

Education

- Graduation

Institution: Birla Institute of Technology and Science (BITS) Pilani

Degree: M Sc (Tech) Information Systems

Year of Graduation: 2004

CGPA: 8.43 (Till 6th semester)

- XII

School: C.K. Shetty Vidyalaya

Board: Hyderabad State Board

Year of Passing: 2000 Percentage: 96.77%

- X

School: C.K. Shetty Vidyalaya

Board: Hyderabad State Board

Year of Passing: 1998

Percentage: 91%

Software Skills

LANGUAGES KNOWN : C, Java, Perl

SCRIPTING : Shell programming (Unix), HTML, XML

OPERATING SYSTEMS : Unix, Linux, Windows 95/98

ASSEMBLY : MASM (8086)

DATABASES : SQL (Oracle), PL/SQL, MySQL

Projects Completed

- PS-1 Project Title: Website Development Using Flash

Description: It involved development of an online demo on the working of fire for Wels Secutrons Ltd

Team size: 4

- Title: Design and Implementation of File System for an Experimental Operating System

Description: In this project we developed a file system emulation of DOS, which could perform the functionalities of Creation, Read, Write, Modify, and Delete operations on Files. We used 8086 Assembly programming using MASM (Microsoft Assembler).

Team size: 2

- Title: Paint program in 8086

Description: I simulated the MS Paint using 8086 Assembly Programming using MASM.

- Title: Developing an Automated Library Management System

Description: This project was done as a part of the course Object Oriented Programming and automatic Library Management was done using JDBC Programming using Java as front end and MS Access as back end.

Team Size: 3

Currently Doing

- Title: Application of Bayesian Networks in Bioinformatics

Description: This project aims at reconstructing Phylogenetic Networks from Phylogenetic Trees using Bayesian Networks. Team Size: 2

- Title: Design and Development of Desktop Utilities for BITS Linus Operating System. Description: This project aims at developing new desktop utilities such as lockscreen, switch user, shortcut keys, pseudo user profile, etc., in GNOME desktop by tweaking GNOME source code, for the BITS distribution of Linux named 'BITS LINUX'

Team Size: 3

Electives Completed

- Real Time Systems
- Data Communications and Networking

Currently Doing

- Machine Learning
- Introduction to Bioinformatics
- Effective Public Speaking

Awards and Achievements

- Successfully completed National Himalayan Trekking expedition in 1999 as a part of Duke of Edinburgh Scheme arranged by Youth Hostels Association of India
- Won first place in Oratorical Contest held during National Science Day Celebrations 1999
- Won Merit Position in Painting Competition in All India Schools Fests/als organized by United Schools Organisation of India in 1997
- Won Certificate of Honour (Gold Medal) for painting Young Envoys International in INTRART - 1993

Personal Information

Name : SHIBA

Father's name : HABY .P

Date of Birth : 01-01-1983

Sex : Female

Marital status : Unmarried

Nationality : Indian

Languages : English, Hindi, Malayalam

Extracurricular Activities

- School Pupil Leader in the year 1999-2000
- Conducted programming competitions during WEBMASTER 2003.
- Zonal Runners-up in Table Tennis Zonal Championship

- Active Blood Donor

I declare that the above mentioned details are true to the best of my knowledge and belief.

Sd/-

(SHIBA HABY)

Sample II

Form for on-campus placement

Company code: _____ **National Institute of Technology, Calicut** (Kozhikode)

1. (a) Name: _____

(b) ID.No, _____

2. Degree Programme: _____

3. (a) Date of Birth:----- (b)Age:-----years (c)Sex(M/F):
(dd/mm/yy)

4. NITC Hostel Address: (a) Hostel-_____

(b) Room No.: _____

(c) Hostel Phone No.: 0141 5. Email ID: (a) NITC Email ID: _____

(b) Alternate Email ID:.

4. Permanent Address:.

5. Educational Qualification:

Degree/Examination	Board/University	Year of Passing	CGPA (Max. 10.00) (or Marks %)
12th Standard			
Integrated First Degree or Its equivalent: I Year			
II Year			
III Year			
IV Year			
V Year			
Higher Degree: I Semester	NITC, Calicut		
II Semester			
III Semester			

8. Month and year of completing the present programme:

9. Details of Practice Training (PT/Thesis/Dissertation: PTI at:

PTI Project Title:

PT II at:

PTII Project Title:

Thesis/Dissertation Title:

10. Projects completed/currently doing:

11, Elective courses: (a) completed

12, Extracurricular activities:

13. Any other relevant information:

(b) currently registered

Date:

Signature

CHAPTER 10

FIVE PARAGRAPH ESSAY

Objectives: To enable the students to

- Learn the art of essay writing
- Understand the different elements of an essay.

Essay is a short piece of writing on a particular subject. Essays are written either as part of academic purpose or for delight. Academic essays are more often than not serious writings written with the intention of imparting education. The length of an essay may vary depending on the writer and the need of the situation.

I. Structure of the Five Paragraph Essay

A five paragraph essay comprises of the following parts which are:

- a. Introduction
- b. Body paragraphs and
- c. Conclusion

1. Introduction and its parts:

The introduction is made up of the opening sentence, general statements and the thesis statement. The purpose of the introduction is to brief the reader on what the writer has to say. It gives the reader the pulse of the essay. If the introduction is not interesting then the reader may not be interested in reading the rest of the essay.

There are several strategies to make the introduction interesting and engaging. The Introduction may be started with a strong opinion, a quotation, a question or an anecdote.

- **A strong Opinion:**

Starting the essay with a strong opinion or a strong point is a good way of beginning an essay. It will enhance the interest of the reader.

- **A Quotation:**

Beginning any essay with a quotation especially one that matches with the theme of the essay is a very impressive method of catching the attention of the readers.

Eg: “Like wanton boys are we to Gods, they kill us for their sport” True enough, very often we mistake ourselves for inferior creatures especially when justice is delayed and more often than not denied. Justice is a word that no longer caters to the welfare of those who deserve it in the right amount rather a decoration in the hands of the influential.

- **A Question:** A sharp rhetorical question at the head of the Introduction pumps a lot of energy into the essay and would help drive the reader straight into the subject. The rest of the essay could be used to answer the question thereby making clear the main ideas.

Eg: What are we heading for, in a world where the consumerist tradition is emphasizing its position?

- **Anecdote:**

Anecdotes help make abstract ideas concrete. Like quotes used in essays, anecdotes should be related to the thesis or theme of the essay.

Eg: when I was a kid I remember this incident when a man had thrown a cigarette butt carelessly away and it ended up falling on a stack of hay which caught fire. This incident actually tells us the importance of extinguishing the cigarette butts by crushing them in an ashtray or with your foot as it can turn out to be very dangerous at times.

Contents of the Introduction

The introduction comprises of two parts namely the general introduction and the thesis statement.

i. General Statement

The general statements usually are intended to catch the attention of the reader and to give necessary background information about the topic. There will also be a few sentences in the introduction which serve the purpose of familiarizing the reader with the significance of the topic. General statements should naturally culminate in the thesis statement towards the end of the introduction.

ii. Thesis Statement

The Thesis Statement gives the central idea of the essay in a complete sentence or two. It occurs towards the end of the introduction. It usually contains the view point of the writer on the topic and briefly mentions the ideas that are going to be discussed in the body paragraphs and the subdivisions of the theme. While writing an essay you must see that the Thesis Statement includes all these points in it. Since a five paragraph essay contains three body paragraphs, the thesis statement should put forth three points that are going to be discussed in detail in the body paragraphs.

2. Body Paragraphs

A five paragraph essay comprises of three body paragraphs. Their purpose is to prove the thesis statement by justifying it with examples and points. The points in the thesis statement should be presented in the body paragraphs in a sensible order. Each body paragraph elaborates on one point mentioned in the thesis statement.

i) Topic Sentence:

Topic sentence is the sentence with which a body paragraph begins. It takes its cue from the thesis statement. The body paragraph further explains and elaborates with suitable examples to support the points being discussed. Each body paragraph focuses on one point and this point is highlighted at the beginning of the paragraph which is called the topic sentence. A body paragraph can be of any length. The topic sentences found at the beginning of the paragraphs are modified thesis statements written at the end of the introduction.

3. Conclusion :

It is the last paragraph or the fifth paragraph in a five paragraph essay. The conclusion should feel that the essay is logically and sequentially written. The conclusion consists of a restatement of the main points put forth in the essay along with a concluding remark on the topic.

4. Broad Structure of a five paragraph essay

Body Paragraph One: Deals with the first point related to the thesis statement

Body Paragraph Two: Deals with the second point related to the thesis statement

Body Paragraph Three: Deals the third point related to the thesis statement

Title

Paragraph 1: Introduction

Opening

General Statements

Thesis Statement (containing three points to be discussed in three Body paragraphs)

Paragraph 2: Body paragraph 1

Topic sentence (based on the first point given in the thesis statement)

Supporting points to illustrate the point further

Examples

Paragraph 3: Body paragraph 2

Topic sentence (based on the second point given in the thesis statement)

Supporting points to illustrate the point further

Examples

Paragraph 4: Body paragraph 3

Topic sentence (based on the third point given in the thesis statement)

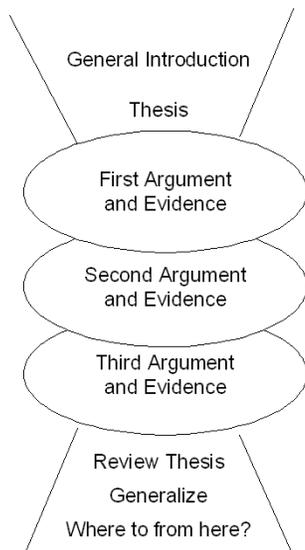
Supporting points to illustrate the point further

Examples

Paragraph 5: Conclusion

Restate (using other words) the thesis statement

Final comments on the topic



IV. Writing an essay

1. Brainstorming

Note the ideas that come to your mind – List them according to their importance – select the most important point and then think of points and examples to substantiate the points – write them down

2. Outline

Prepare a skeleton of the essay and write the thesis statement and topic sentence.

3. Rough Draft

Give a suitable title. You can now prepare a rough draft of the essay.

4. Second Draft

Go through the essay carefully and look for ideas or sentences that need to be improved. Make changes in the organization or content if necessary.

5. Revision

While going through the essay look for the following key points

Unity: The central idea of the essay and the writer's point of view

Development: examine if the supporting ideas, details and examples are convincingly developed

Coherence: look for logical connections of ideas, continuity and proper shift from one point to the other.

Purpose: See if the essay conveys the writer's purpose and perspective

6. Edit points

Editing points are the errors in language on the following points.

Capital letter/punctuation/spelling/grammar – word order, agreement, tense, voice, fragments, run-ons, prepositions/idiom/transitions/indenting new paragraphs

7. Final Draft

Now type the final draft of the essay in MS Word, A4 size, Normal Margin, Times New Roman (Font), 12 size, on one side of the paper.

Example:

Honesty is the best policy.

Honesty is the best policy. True as it is said an honest man is a happy man, he is respected everywhere and people want to be like him and look up to him for advices. Honesty refers to a facet of moral character and connotes positive and virtuous attributes such as integrity, truthfulness and straightforwardness along with the absence of lying, cheating or theft. Mahatma Gandhi is one such person who had led an exemplary life of honesty. He not only believed and practiced honesty but also preached and asked everyone to follow the path of honesty. According to him a no uttered from the deepest conviction is better than a yes merely uttered to please, or worse, to avoid trouble. A man leading a dishonest life will lose the good relations he has and may end up making his life miserable. An honest man's life will definitely be peaceful as he would not have to fear anyone.

We have all heard of the story of the boy who used to take his flocks of sheep for feeding and sought great pleasure in cheating others by calling out ‘wolf’. Just as the boy was not believed when the wolf really appeared so will a dishonest man have to be alone when he is in trouble and needs help. Thus, it is advised to always be truthful towards your work. Be honest with your parents and family members, if you are dishonest then no one will believe in you and this might even hamper your growth and progress. No one likes dishonesty, you may end up in danger if you follow dishonesty while honesty always rewards at the end.

Honesty cannot be easily achieved. It takes great pain and courage to be honest. More often than not we come across situations where we might feel that a simple lie would help. But it is from such situations that we slowly tend to develop the habit of lying thereby ending up in leading a miserable dishonest life. Honesty instils in us a strange strength that helps us to face any situation with courage. Whereas a dishonest man would want to hide or escape as he would fear the thought of being caught.

An honest person refuses to steal, deceive anyone in any manner. An honest man is simple, satisfied and happy person. He is fair, sincere, genuine, truthful, honourable, trustworthy, and loyal with integrity. Always believe in honesty, speak the truth and even encourage others by thanking them when they speak the truth and think twice before you choose to lie because a harmful truth is better than a useful lie. This way you tend to inculcate other qualities like integrity which is very important in leading a peaceful life.

As mentioned by Disraeli-“There is no wisdom like frankness”. When you are frank there is no confusion in your mind, you think clearly and you have unlimited power which supports and enhances your wisdom. Therefore, we may conclude that honesty is the best and best ever policy that one must make a part of one’s life.

I. Attempt a five paragraph essay on each of the following topics

1. Importance of Education
2. Inclusive and Qualitative Education
3. Child Labour
4. Role of teachers in Education
5. Advantages of e-learning
6. Influence of mobile phones on students.
7. Film and education
8. English as a global language
9. Video gaming and children
10. Internet a necessary evil.

CHAPTER 11

ESSAY ANALYZING LITERATURE

Learning Objectives: To enable the students to

- Appreciate a piece of literature
- Analyze critically the various figures of speech made use of in literature

I. Write down the things that come to your mind about the flower Daffodils. Discuss your answers in pairs in class.

II. Read the following poem

Daffodils

I wandered lonely as a Cloud
That floats on high o'er Vales and Hills,
When all at once I saw a crowd
A host of dancing Daffodils;
Along the Lake, beneath the trees,
Ten thousand dancing in the breeze.

The waves beside them danced, but they
Outdid the sparkling waves in glee: --
A poet could not but be gay
In such a laughing company:
I gaz'd--and gaz'd--but little thought
What wealth the shew to me had brought:

For oft when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude,
And then my heart with pleasure fills,
And dances with the Daffodils.

William Wordsworth

III. Understanding the Poem

In order to understand the poem read about the poet and the historical context that forms the background of the poem.

William Wordsworth (1770 – 1850) in his "Preface to Lyrical Ballads", which is called the "manifesto" of English Romantic criticism, Wordsworth calls his poems "experimental." The year 1793 saw Wordsworth's first published poetry with the collections, *An Evening Walk* and *Descriptive Sketches*. He received a legacy of £900 from Raisley Calvert in 1795 so that he could pursue writing poetry. That year, he met Samuel Taylor Coleridge in Somerset. The two poets quickly developed a close friendship. In 1797, Wordsworth and his sister Dorothy moved to Alfoxton House, Somerset, just a few miles away from Coleridge's home in Nether Stowey. Together, Wordsworth and Coleridge (with insights from Dorothy) produced *Lyrical Ballads* (1798), an important work in the English Romantic Movement. The volume gave neither Wordsworth's nor Coleridge's name as author. One of Wordsworth's most famous poems, "Tintern Abbey", was published in the work, along with Coleridge's "The Rime of the Ancient Mariner"

Vocabulary

Breeze	:	a gentle wind
Glee	:	A feeling of happiness, excitement
Gazd (gazed)	:	looking steadily at someone or something
Pensive	:	Thinking deeply about something, especially something that worries you.
Couch	:	A long comfortable seat for two or three people.
Vacant	:	empty, no emotions
Bliss	:	A state of complete happiness.

I wandered lonely... dancing in the breeze

While wandering like a cloud, the speaker happens upon daffodils fluttering in a breeze on the shore of a lake, beneath trees. Daffodils are plants in the lily family with yellow flowers and a crown shaped like a trumpet.

Usually the syntax (arrangement of words) in poems is different from that of prose. It gives better effect to the ideas and the beauty of the poem.

The waves beside... me had brought

The daffodils stretch all along the shore. Because there are so many of them, they remind the speaker of the Milky Way, the galaxy that scientists say contains about one trillion stars, including the sun. The speaker humanizes the daffodils when he says they are engaging in a dance.

For oft when... with the Daffodils

Not until the poet later muses about what he saw does he fully appreciate the cheerful sight of the dancing daffodils. Wordsworth again uses anastrophe, writing *when on my couch I lie* and *my heart with pleasure fills*.

Look at the usage of the figures of speech and techniques used in the poem:

In the first line '*I wondered lonely as a cloud*' the poet makes use of personification and simile. The poet assumes himself to be a cloud (simile) floating in the sky. When Wordsworth says in the second line 'I' (poet as a cloud) look down at the valleys and mountains and appreciate the daffodils; it's the personification, where an inanimate object (cloud) possesses the quality of a human enabling it to see the daffodils. The line "Ten thousand saw I at glance" is an exaggeration and a hyperbole, describing the scene of ten thousand daffodils, all together. Alliteration is the repetition of similar sounds, is applied for the word 'h' in the words 'high' and 'hills'. Anastrophe is an inversion of the normal word order. He makes use of this in the third and fourth stanza in the lines '*the show to me had brought*' and *the line* and '*when on my couch I lie* and *my heart with pleasure fills.*'

Imagery in the poem:

The poem paints images of lakes, fields, trees. Wordsworth continuously praises the daffodils, comparing them to the Milky Way galaxy (in the second stanza), their dance (in the third stanza) and in the concluding stanza, dreams to join the daffodils in their dance.

The poem uses descriptive language throughout the stanzas. The poet cannot resist himself from participating in the dance of the daffodils. The wording is simple and melodious.

The poem has a specific rhyme scheme:

The poem contains four stanzas of six lines each. In each stanza, the first line rhymes with the third and the second with the fourth. The stanza then ends with a rhyming couplet. Wordsworth unifies the content of the poem by focusing the first three stanzas on the experience at the lake and the last stanza on the memory of that experience.

The poet's attitude to the theme of the poem:

Wordsworth, a poet and philosopher is considered as the prophet of nature. He thinks of being in nature as being one with God. In this poem the poet happens to come across the daffodils which greatly inspire him. He wrote the poem on a stormy day in spring, while walking along with his sister Dorothy near Ullswater lake, in England. He imagined that the daffodils were dancing and invoking him to join and enjoy the breezy nature of the fields. By comparing himself to a cloud in the first line of the poem, the speaker signifies his close identification with the nature that surrounds him. He also demonstrates this connection by personifying the daffodils several times, even calling them a "crowd" as if they are a group of people. The idea of remembering the beauty of nature even when not in its presence appears in several of Wordsworth's later poems, including "Tin tern Abbey," "Ode; Intimations of Immortality," and "The Solitary Reaper." Even though the speaker is unable to appreciate the memory he is creating as he stands in the field, he later realizes the worth that it takes on in sad and lonely moments.

What effect has the poem created on you, as a reader? Remember, the impression a poem makes on two readers will never be same. You are free to express your own ideas and impressions but the argument should be convincing.

IV. Writing an essay

You have a lot of ideas about the poem and now you can prepare an outline of the essay in the manner outlined in Chapter 10.

The essay requires five paragraphs such as Introduction, three Body Paragraphs, and a Conclusion.

Now you have to draft a thesis statement with three ideas and three topic sentences

The three ideas that will go into the thesis statement are: Oneness of man with nature, the beauty of nature as remembered even when not in its presence, nature as a teacher.

IV.1. Introduction

Always think of a good start for the Introduction. The first sentence should be catchy and should catch the attention of the reader.

Do not write meaningless sentences such as “William Wordsworth is a great Romantic poet and his poem ‘Daffodils’ is one of the most famous poems in English.”

Write concrete sentences using meaningful words that give a clear idea about the theme of the essay.

Think of few sentences that would make up the General Statements about the poem.

Now, this should help you to write a clear thesis statement indicating the content of the essay.

IV.2. Body Paragraphs

There should be three Topic Sentences that will come on top of the three Body Paragraphs. The supporting statements to the Topic Sentence in each Body Paragraph should be well written.

Pick suitable examples from the poem that will exemplify and substantiate your arguments in the Body paragraphs.

IV.3. Conclusion

Once the Introduction and the body paragraphs are done rewrite the Thesis Statement using other words. Think of a concluding remark to end the essay with.

IV.4. Second Draft

Now you may write a second draft of the essay. Read each sentence carefully and make necessary modifications wherever necessary. You may delete unnecessary sentences or examples.

Examine the essay to maintain unity of purpose, proper development of ideas and your point of view, and coherence of sentences.

Use the editing points given in the previous chapter to modify the language.

IV.5. Final Draft

Now you can try and write the final fair version of the essay.

VII. Attempt a five paragraph essay analyzing literature on each of the following pieces of creative writing.

1. William Wordsworth’s ‘Solitary Reaper’
2. William Blake’s ‘Tiger’
3. Robert Frost’s ‘The Road Not Taken’
4. Kamala Das’ ‘Middle Age’.
5. O. Henry’s ‘Last Leaf’.

MODULE IV

PRESENTATION

CHAPTER 12

DYNAMICS OF PROFESSIONAL PRESENTATIONS

Learning Objectives:

To enable the students to

- Overcome stage fright while making a presentation.
- Prepare suitable/apt slides for presentation
- Describe objects/situations/people in formal setting
- Participate in group presentation.
- Deliver JAM presentations.

It is a common sight to see students feeling nervous at the prospect of making a presentation. They tend to make a fool of themselves or avoid the presentation by making an excuse. However, we cannot wash our hands off a professional presentation. This is so because in today's professional world it is essential to be a communicator regardless of the job or position one holds in an organization. One has to frequently deal with various communication-related assignments. For example, professionals are quite frequently asked to address a group formally to discuss the progress of their projects, give suggestions to improve the working of a particular plan or unit, and so on and so forth. However, we must learn how to overcome nervousness and stage fright, which does not allow us to realize our potential as speakers and often severely affect our presentation tasks.

Stage Fright

Students often worry at the thought of making a presentation. In spite of having prepared well, nervousness can have a considerable effect on the presenter's performance. Hence it is necessary that we overcome stage fright and nervousness in order to become effective communicators.

How to Combat Stage Fright

Most of us face the stage in jitters. However, by following some of the suggestions given below you too can overcome stage fright.

- Be well prepared for the presentation. Because when you are well prepared you will be excited about sharing what you know with the others.
- Recognize your nervousness and take deep breaths.
- Understand that there is an excess production of adrenaline in your body when you grow nervous, which can actually help you get rid of nervousness.
- Focus on what you have to speak on.
- Practice on the first few lines of the presentation as it gives you confidence if the beginning goes well.
- Start the presentation with a smile and try to maintain a pleasant face throughout.
- Visualize yourself as giving the presentation. Positive imagination boosts one's confidence.
- Maintain eye contact as it helps you to relate to the audience.
- Rehearse the presentation before your friends and family.

How to Plan your PowerPoint Slides for Presentation

Planning and preparing effective slides is necessary when it comes to power point presentation. Here are a few tips you may follow.

- Make the slides catchy and attractive.
- Limit the number of slides to eight or ten. Long slides will make the session boring.
- Avoid walking or standing in front of the LCD for it creates a big shadow in front of the screen and this may irritate the audience.
- Make the slides precise by writing only the relevant points.
- Cover the screen of the LCD before starting the presentation in order to avoid the audience from looking at an empty screen.
- Try to reach the venue a few minutes before the time allotted to you. So that you may adjust the laptop, LCD and the technical gadgets used for the presentation.
- In case there is a technical failure, reaching early can actually help you face the situation confidently.
- Arriving at the venue on time especially for your first presentation can increase your nervousness and actually spoil the presentation.

A well planned power point presentation impresses the audience easily. It reflects on the personality of the presenter and will benefit him in professional life.

Describing Objects/ Places or Situation / People.

There are different ways in which you may describe an object a person, place or situation. Not many are capable of doing this task with perfection. A description should have the following qualities to make it appear perfect and effective.

1. A description should start with some captivating statement. This way the speaker can easily secure the attention or focus of the audience.
2. Connect the objects, situations, and all other descriptions to the audience .Thereby helping the audience see the vital points of importance with lively, intense descriptions.
3. Maintain a warm and intimate style while describing an object, picture, or person. Try to maintain an audience-oriented tone.
4. Your descriptions should be not only lively but also informative and thought provoking.
5. A good description, by all means, needs an effective use of words.

INDIVIDUAL AND GROUP PRESENTATIONS

In present day professional situations combined projects and group presentations are quite common. Many such projects require a presentation to be prepared and delivered by a group to another group of professionals. Group presentations are the presentations jointly discussed and worked out in a group and presented by them.

Group presentation seems to be more attractive than individual presentations where the entire work has to be done by a single person. With each member having to prepare a smaller part of the entire exercise, the amount of work, the labour involved, the time spent in preparation, and above all the amount of time to be spent in front of the listening group seem less daunting and challenging. This, however, is only one aspect of the reality. For, on the other side, making a group presentation becomes all the more challenging, considering the various factors which come into play.

Following are the tips to avoid the pitfalls which may hinder a group presentation from becoming effective and memorable:

1. When groups are loosely structured it often reflects on the presentation of the group. There is very little or no continuity in the discussion among the group members.
2. After greeting the audience once, by a member who starts with the presentation of the group, the other speakers need not repeat this activity.
3. Try to connect with the preceding speaker and avoid abrupt beginnings in a group presentation. Such presentations fail to leave a unified impression on the audience.
4. In order to maintain continuation and connectivity to the preceding speaker proper preparation is necessary of the entire presentation by every member of the group.
5. Once some member of your group has finished his/her part, you need to start with a brief recapitulation of what he/she has said.
6. At times, group members consciously or unconsciously end up contradicting each other. Therefore, it is important that their ideas cohere and integrate. In no way a contradictory statement such as 'I really don't agree with my friend who has presented his views prior to me...' has a place in a team presentation.
7. Improper distribution of text and slides also makes a group presentation go unsuccessful. Every member of the group has to deliver their part by connecting with the previous speaker of their group even while delivering the conclusion of the presentation.
8. Plan well in advance regarding who is going to start, who is going to cover which points, who is going to focus on which aspect of the problem, and who is going to give a proper, authentic conclusion to the presentation.
9. Rehearse within the group so as to ensure that no member loses sight of the common thread that runs through a well constructed presentation.
10. Remember to use connectives; avoid abrupt transitions and sudden changes in thought.
11. Stick to meticulous time management. Identify the strengths and weaknesses of the group members, and share time within the group with intelligence and objectivity.

DELIVERING JUST- A- MINUTE (JAM) SESSIONS

JAM or Just-A-Minute presentation is a presentation lasting for only a minute. Its importance is growing in the present day professional world as it is used as a recruitment tool in Job interviews. JAM presentations cannot be made without proper preparation. It requires skill, imagination and presence of mind. The speaker needs to talk only what is relevant without beating around the bush. Therefore it is important that the speaker is clear about the topic and can catch the attention of the listeners with attractive language and presentation style.

Following are the tips to keep in mind while making a JAM presentation.

1. Use arresting language to capture the attention of the audience right from the start.
2. Avoid long introductory lines, focus on the main points.
3. Avoid digressions.
4. Avoid examples, anecdotes and elaboration on ideas.
5. Use vivid language; don't leave the audience guessing.

6. Avoid statistical data and the likes as the JAM sessions last for only a minute.
7. Be witty, creative, and humorous; the speaker must have a clear idea of the points to be presented.
8. Avoid being over confident as it may spoil the presentation.
9. Avoid being panicky or nervous.
10. Manage your time well.

Take a look at the following example and learn how to make your JAM sessions interesting, and impressive:

Example: Life without water

Ladies and Gentlemen, I stand before you to speak on a topic, which you may probably know is a major problem we are facing but is often over looked by us. You all know what it feels like to even spend a minute with a dry throat so what would it be like to envisage a life without water. The unscientific use of our resources has led to an increase at the rate at which the natural resources are depleting. It is high time we realize the dangerous situation in which we are in. The best way to conserve water is to make judicious use of it. This must start from each person's house. With deforestation and urbanization there has been a scarcity of rain fall as well. Thus, the first and best way to move against this situation is by spreading awareness among others regarding this issue. Let us make a pledge today over here that we will preserve water and make others aware of its importance. Thank you.

Presenters must, therefore, keep in mind before making a presentation to do sufficient research on the topic, include good quotations, be clear about the subject, logically arrange the points to be presented make effective slides and make use of attractive language in order to make an impression before the listeners.

Important Questions

Answer the following questions in a paragraph of 100 words each

1. What are the points you have to keep in mind while making a Power Point presentation?
2. How can you combat stage freight?
3. What are the points to be remembered while making a group presentation?
4. Prepare a Just –A- Minute speech on one of the given topics.
 - a) My greatest fear.
 - b) Health care verses disease care.
 - c) Mission without vision
 - d) Life without water.
 - e) Are we ambitious?

Answer the following questions in 300 words each

5. Imagine that you have been appointed as the Chief Sales Executive of Microsoft Computers and you are asked to make a presentation on their new launch of a tablet cum laptop. Prepare a presentation keeping in mind the points mentioned in the chapter.

Model Question Paper

A02: Critical Reasoning, Writing and Presentation

Time: 3 Hours

Total Weightage: 30

I. Answer the following bunches of questions. (weightage: 3 x 1 = 3)

i. Fill in the blanks choosing appropriate words from the brackets.

(argument, analogy, contrasted, distinguished, metaphors)

1. Shakespeare is known for his -----, as when he says “All the world’s a stage, and all the men and women merely players.”

2. Although it was hard to see any differences between the two identical twins, their mother ----- them by the ways they looked at each other.

3. The poet ----- the cold, dry, dead winter with the warm, wet, growing spring.

4. Mohan wanted to explain the feeling of weightlessness, so he used an ----- with going down in a giant wheel.

ii. Choose the correct answer

5. heading, sub headings, photographs, figures etc in a written text

a) verbal signals

c) ornaments

b) non verbal signals

d) formatting

6. stage fright

a) stage show

c) nervousness

b) stage drama

d) tragedy

7. letterhead

a) heading

c) sub-heading

b) title

d) return address

8. to guess meaning of words from context

a) reader anticipation

c) narration

b) description

d) reader empathy

iii. Match the following

- | | |
|--|--|
| 9. Inference | a) focused reading to get specific information |
| 10. Skimming | b) key sentence of a paragraph |
| 11. Scanning | c) quick reading to get the central idea |
| 12. Topic sentence
opinion/attitude | d) getting to know the author's
e) key sentence of an essay |

II. Answer each of the following questions in two or three sentences.

(weightage: 9 x 1 = 9)

13. Distinguish between 'a fact' and 'an opinion'.
14. Define the term 'to confirm' and cite an example.
15. What is the difference between 'a premise' and 'evidence'?
16. How is 'an abstract' different from 'a synopsis'?
17. Do you think 'paraphrase' and 'summary' are synonyms? Explain.
18. What is an acknowledgement letter? When do people write such letters?
19. Why are some people unable to understand the information contained in written text? Cite three reasons.
20. What is 'thesis statement'? What is its importance in the essay?
21. Suggest three ways to combat stage fright.

III. Attempt ANY FIVE of the following in a paragraph not exceeding 100 words each.

(weightage: 5 x 2 = 10)

22. How would you differentiate 'a statement' from 'an argument'? Substantiate your argument with examples.
23. Discuss the relation between 'conclusion' and 'evidence'.
24. Read the following passage and answer the questions that follow.
By collecting things, man can give free rein to his inborn greed. Whether the desire to collect is inborn or not, it makes its appearance very early in life. Little boys collect coins, labels, or stamps. Children are more concerned with quantity than with quality. They will proudly say that they have 1000 stamps and go on counting and recounting them like a miser going through his hoard. They even engage in a kind of an exchange. Most of us grow out of this tendency, however those who do not, become obsessed with their collection and throughout their lives go on adding to it relentlessly. Those few who have made a successful job of collecting money find new and exciting 'toys' to buy—expensive antiques, rare pictures, and autographed manuscripts replace the coins and stamps of their childhood.

People who claim that they never collect anything often have the biggest collections of all. Tucked away in the dark recesses of their houses, in the attics and cellars, there are masses of junk they would never dream of throwing away. You never know when it will come handy', they say as they relegate the broken chair to the attic. And so the collection grows. Tattered, moth-eaten umbrellas, coats, and photographs all find their way there, to join the ancient gramophones and chandeliers.

Collectors, we are told, are useful and instructive. They very often are. But this claim is simply a cover for man's uncontrollable greed—his innate desire to have, to hold, to count, and rarely to look at. (257 words)

Questions

- i. In the first sentence the writer says that
 - a. Man is born greedy.
 - b. Man likes to collect things.
 - c. By collecting things man proves he is greedy.
 - d. By collecting things man can satisfy his needs.
 - ii. Read the following sentence in Para 1: 'Most of us grow out of this tendency'. What does 'this tendency' refer to?
 - iii. In Para 2, what is the author's observation about the people who say that they do not collect things?
 - a. They rarely collect things
 - b. They often collect small things
 - c. They seldom collect big things
 - d. They often have the excellent collections.
 - iv. In the last paragraph, the writer the habits of collecting things.
 - a. disapproves
 - b. encourages
 - c. rejects
 - d. accepts
25. Assuming that you are Mr. Varun Kumar, 23 years old, unmarried/Ms Smitha Raj, 22 years old, unmarried (Address: XX/256, Housing Estate, Ambedkar Nagar, Kochi -7/Mobile No. +91 9995224389/Email ID: high123@gmail.com) having the required qualifications and skills for the job advertised below, draft a Resume in response to the following classified:

Name of Company: TCS India Ltd, Mumbai
 Title of Position : Clerk/Accountant
 Location : Mumbai, Chennai, Kochi
 Qualification : Graduate in any Discipline from a state/central university with 70% marks/A+ Grade with 7 CGPA
 Computer Skills : MS Word, Excel, Tally

Other skills : Fluency in English (spoken & written), Good communication skills
Experience : 2 -4 years
Qualities : Well mannered, Pleasant & cheerful, hard working, honest, dedicated, energetic, sociable and friendly, forward looking
Fresh graduates also may apply for trainee positions
Attractive pay package (plus TA, health insurance, free accommodation, Gratuity and PF)
Email your Resume to: pmanagertcs@tcs.co.in

26. Prepare a Just-a-Minute (JAM) presentation on 'My ambition in life'
27. As the Head of the Production Unit of Nilgiri Vision, Chennai, you have received a complaint from the President of Athiraappally Panchayat in Kerala, — a major tourist attraction in Kerala — who has complained about the unruly, rude, and offensive manner in which some of the crew members of your company conducted themselves during their stay in the village while shooting for a documentary entitled 'Incredible Kerala'.
- Draft an apology letter expressing your regret and assuring action from your side.
28. Read the following passage and write a précis. Give a suitable title and write the number of words of the précis.

It was the cold midnight of 2 and 3 December 1984. The people of Bhopal were sleeping in the warmth of quilts as the mercury dipped, with the sounds of police vehicles assuring them 'all is well'. Suddenly, they started coughing and sneezing incessantly.

They wondered what was wrong. Those who came out of their homes discovered that hell had broken loose. People were running in panic. Sunil Singh, a grocer, recalls the nightmare: bodies strewn all over, and the air irritating the eyes, throats, and lungs. 'I was unable to see properly, but I ran until I collapsed in a pond meant for pigs and buffaloes,' he says.

The next morning, the people of Bhopal woke up to the news of the world's worst industrial disaster. About 8,000 people had perished and 5 lakh were left with multi-systemic injuries, as over 40 tonnes of deadly methyl isocyanate gas leaked from the multinational Union Carbide India Ltd's (UCIL) plant.

Twenty-five years on, the survivors struggle with cancers, pain,

breathlessness, and other problems. Every month, about 30 people die because of the after effects of the gas. Children, who were born after the tragedy, too, are exposed to the toxic waste.

The environment watchdog Greenpeace recently declared the defunct UCIL plant as a 'global toxic hotspot'. It found heavy concentrations of carcinogenic chemicals and heavy metals such as mercury, which have been found at 20,000 to 60 lakh times the permissible levels. :

Over 40 per cent of the women who were exposed to the gas have had abortions.

Also, many women have not found grooms because of the fear of deformed babies. Femida, a survivor, was just four during the mishap. Unmarried and scarred, she wanders in slums, and often tears up her clothes in a fit of madness.-

Activist Rachna Dhingra, who runs the Sambhavana clinic, says that many women who were toddlers at the time of the mishap are now suffering from menstrual problems. Nazma (name changed) was just a year old at the time of the mishap. Now, her menstrual cycle is erratic. And she is yet to get married. 'I have been suffering for the last 10 years, says Nazma. 'I do not know when I would become a normal woman.' (374 words)

(Source: DeepakTiwari, 'Murder at Midnight; *The Week*, 31 January 2010. p. 45.)

IV. Attempt ANY TWO of the following in not more than 300 words each.
(weightage: 2 x 4 = 8)

29. Discuss with the help of appropriate examples the difference between 'fallacy' and 'ad hominem' in critical thinking.
30. Attempt a five paragraph essay on 'Corruption in public life'
31. Read the following poem and write an analysis in the form of a five paragraph essay. (hints: theme, poetic qualities, poet's attitude to the theme & your response)

I'm Getting Old Now
by
Robert Kroetsch

I'm getting old now, I can tell. I dream
a lot of my mother. In my dream last night
she was in the garden, over the hill,
behind our house. She was standing. I was 4

playing in the pea vines. We were both happy.
Neither of us would move, in the dream. Perhaps
I wasn't playing. I was kneeling to pick peas.
My mother held in her apron the peas 8

we had picked together. She was standing still.
I knew she was watching me. She was
watching me grow. Like a bad weed, she liked
to say. That pleased her. 12

I'm getting old now. I wouldn't say I'm happy.
Serene is an adequate word. Death is not quite
the enemy it was. It is a kind of watching.

Death begins to seem a friend that one has almost
forgotten, then remembers again. In my dream,
last night, I was playing in the garden. 16

(About the author: Robert Kroetsch (b. 1927 -) is a Canadian poet. Some of his best known works are *Stone Hammer Poems* (1975), *The Ledger* (1975), and *The Sad Phoenician* (1979).

Vocabulary: *pea vines*: pea plants/ *weed*: plant that grows wild among cultivated plants/ *apron*: protective garment worn over the front of the body/ *serene*: calm)

// The End of the Examination //