



INSTITUTE
OF DISTANCE
EDUCATION **IDE**
Rajiv Gandhi University

BAENC202 ENGLISH COMPULSORY-IV (ENGLISH LITERARY TEXTS I)



**BA (ENGLISH
COMPULSORY)
3RD SEMESTER**

Rajiv Gandhi University

www.ide.rgu.ac.in

English Literary Texts I

(English Compulsory IV)

BAENC202

BA

III Semester



RAJIV GANDHI UNIVERSITY

Arunachal Pradesh, INDIA - 791 112

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About the University

Rajiv Gandhi University (formerly Arunachal University) is a premier institution for higher education in the state of Arunachal Pradesh and has completed twenty-five years of its existence. Late Smt. Indira Gandhi, the then Prime Minister of India, laid the foundation stone of the university on 4th February, 1984 at Rono Hills, where the present campus is located.

Ever since its inception, the university has been trying to achieve excellence and fulfill the objectives as envisaged in the University Act. The university received academic recognition under Section 2(f) from the University Grants Commission on 28th March, 1985 and started functioning from 1st April, 1985. It got financial recognition under section 12-B of the UGC on 25th March, 1994. Since then Rajiv Gandhi University, (then Arunachal University) has carved a niche for itself in the educational scenario of the country following its selection as a University with potential for excellence by a high-level expert committee of the University Grants Commission from among universities in India.

The University was converted into a Central University with effect from 9th April, 2007 as per notification of the Ministry of Human Resource Development, Government of India.

The University is located atop Rono Hills on a picturesque tableland of 302 acres overlooking the river Dikrong. It is 6.5 km from the National Highway 52-A and 25 km from Itanagar, the State capital. The campus is linked with the National Highway by the Dikrong bridge.

The teaching and research programmes of the University are designed with a view to play a positive role in the socio-economic and cultural development of the State. The University offers Undergraduate, Post-graduate, M.Phil and Ph.D. programmes. The Department of Education also offers the B.Ed. programme.

There are fifteen colleges affiliated to the University. The University has been extending educational facilities to students from the neighbouring states, particularly Assam. The strength of students in different departments of the University and in affiliated colleges has been steadily increasing.

The faculty members have been actively engaged in research activities with financial support from UGC and other funding agencies. Since inception, a number of proposals on research projects have been sanctioned by various funding agencies to the University. Various departments have organized numerous seminars, workshops and conferences. Many faculty members have participated in national and international conferences and seminars held within the country and abroad. Eminent scholars and distinguished personalities have visited the University and delivered lectures on various disciplines.

The academic year 2000-2001 was a year of consolidation for the University. The switch over from the annual to the semester system took off smoothly and the performance of the students registered a marked improvement. Various syllabi designed by Boards of Post-graduate Studies (BPGS) have been implemented. VSAT facility installed by the ERNET India, New Delhi under the UGC-Infonet program, provides Internet access.

In spite of infrastructural constraints, the University has been maintaining its academic excellence. The University has strictly adhered to the academic calendar, conducted the examinations and declared the results on time. The students from the University have found placements not only in State and Central Government Services, but also in various institutions, industries and organizations. Many students have emerged successful in the National Eligibility Test (NET).

Since inception, the University has made significant progress in teaching, research, innovations in curriculum development and developing infrastructure.

About IDE

The formal system of higher education in our country is facing the problems of access, limitation of seats, lack of facilities and infrastructure. Academicians from various disciplines opine that it is learning which is more important and not the channel of education. The education through distance mode is an alternative mode of imparting instruction to overcome the problems of access, infrastructure and socio-economic barriers. This will meet the demand for qualitative higher education of millions of people who cannot get admission in the regular system and wish to pursue their education. It also helps interested employed and unemployed men and women to continue with their higher education. Distance education is a distinct approach to impart education to learners who remained away in the space and/or time from the teachers and teaching institutions on account of economic, social and other considerations. Our main aim is to provide higher education opportunities to those who are unable to join regular academic and vocational education programmes in the affiliated colleges of the University and make higher education reach to the doorsteps in rural and geographically remote areas of Arunachal Pradesh in particular and North-eastern part of India in general. In 2008, the Centre for Distance Education has been renamed as “Institute of Distance Education (IDE).”

Continuing the endeavor to expand the learning opportunities for distant learners, IDE has introduced Post Graduate Courses in 5 subjects (Education, English, Hindi, History and Political Science) from the Academic Session 2013-14.

The Institute of Distance Education is housed in the Physical Sciences Faculty Building (first floor) next to the University Library. The University campus is 6 kms from NERIST point on National Highway 52A. The University buses ply to NERIST point regularly.

Outstanding Features of Institute of Distance Education:

(i) At Par with Regular Mode

Eligibility requirements, curricular content, mode of examination and the award of degrees are on par with the colleges affiliated to the Rajiv Gandhi University and the Department(s) of the University.

(ii) Self-Instructional Study Material (SISM)

The students are provided SISM prepared by the Institute and approved by Distance Education Council (DEC), New Delhi. This will be provided at the time of admission at the IDE or its Study Centres. SISM is provided only in English except Hindi subject.

(iii) Contact and Counselling Programme (CCP)

The course curriculum of every programme involves counselling in the form of personal contact programme of duration of approximately 7-15 days. The CCP shall not be compulsory for BA. However for professional courses and MA the attendance in CCP will be mandatory.

(iv) Field Training and Project

For professional course(s) there shall be provision of field training and project writing in the concerned subject.

(v) Medium of Instruction and Examination

The medium of instruction and examination will be English for all the subjects except for those subjects where the learners will need to write in the respective languages.

(vi) Subject/Counselling Coordinators

For developing study material, the IDE appoints subject coordinators from within and outside the University. In order to run the PCCP effectively Counselling Coordinators are engaged from the Departments of the University, The Counselling-Coordinators do necessary coordination for involving resource persons in contact and counselling programme and assignment evaluation. The learners can also contact them for clarifying their difficulties in then respective subjects.

SYLLABI-BOOK MAPPING TABLE

Syllabi

UNIT I: Importance of Spoken English

UNIT II: Feature Writing

Article Writing for newspaper and magazine

UNIT III: Creative Writing I

Writing Notice, Memorandum, Agenda

UNIT IV: Office Writing

Report Writing, Editing, CV

UNIT V: Creative Writing II

Poem and Story

Unit-1 Importance of spoken English

Importance of spoken English India and Global Context,

Unit Objectives:

After going through this unit, you will be able to:

- Explain the importance of English in India and Global context.
- Understand the Native and Non-Native Accents and issue of Intelligibility.
- Able to explain Phonetic transcription, Stress and Intonation.
- Explain how to Speak politely in English.

It was not before the 17th century when English traders landed India as ‘The East India Company’ in the lure of trading with Indians. Hence, it’d be apt to say that India’s first brush up with English started with the arrival of the East India Company.

Gradually, the trading company involved themselves in local politics and expanded industries over the next centuries. With the greed to expand their rule in India, they started looking for Indian mediators who could play administrative roles under the reign of British officials. Soon, they turned to high-class Indians, like Brahmins to work for them. The primary agenda of the British was to create a class of Indians who could think and work like the British. This is when they realized the importance of English language in India for the purpose of education. To achieve this, they established several universities based on British models with emphasis on the English language.

It was not just the British. Many Christian missionaries during 1813 also opened several primary schools for Indians to study and learn English. It was after 1857 that English became the first language in Indian education. Many modern leaders of that period also supported English language and considered it to be the key to success. Soon, everybody began considering English as an elite symbol for Indians and divided the entire nation into classes – the Elite class, the middle class and the low or poor class. Ever wondered how a language could divide an entire nation and become a status symbol for people? English had a powerful impact on Indians that it remained the main language of India even after our independence.

Today, English has become an integral part of our education system from literature to science and technology, arts and sports. s symbol for people? English had a powerful impact on Indians that it remained the main language of India even after our independence.

While the British motive behind introducing English to Indians was not fair, it has turned out to be a gift for our country. With English as a common language of communication, India has made its way out in the world setting benchmarks in various fields.

Today, English is the only language favoured by different industries including legal and banking systems, defence, industrial houses and trade and commerce. Moreover, it is still the medium of instruction at many post-graduate institutions. It’s a common belief these days that the English language

shapes the way people see the world. Having knowledge of more than one language is a gift that makes an individual more efficient and skillful in various ways. It is for this reason that even many Indian freedom fighters adopted English as a language to communicate with masses both inside and outside the country. English also helped in bridging the gap between states and regions when the linguistic diversity in India was extremely sharp. Because of all the roles that English played for the nation, our constitution gave it the status of official language in India.

There is no doubt that English is here to stay for long in the country. Since we truly embrace it along with Hindi and other regional languages, English is sure to hold the future as well. Everybody now understands the importance of English in modern India. Hence, it is necessary to foster English learning among children and youngsters at various levels of education. Further, it is important to safeguard the role of English as a “library language” even where the medium of instruction is a non-English language. Globally, English is the most popular language, spoken by almost the majority of the countries. According to the statistics, nearly half of the world population is well-versed in this language. It is proved by many native and non-native speakers that English is an efficient language worldwide. Moreover, compared to other languages, English is easier to learn. For example, unlike Chinese, English has only 26 alphabets that form words, and several English words are borrowed from other languages. English is the language of technology, so knowing English is necessary to make the best use of the internet. It also makes tourism easy, as it helps better understand the people. Also, any international meeting will probably be done in English. This essay will discuss why English is considered a global language.

English is considered a global language because it is spoken and understood at an international level by a wide variety of people. Globally, English has the most speakers who speak English either as a first or second language.

We can see a strong link between dominance and cultural power in languages. English, as a language, became famous because of its powerful base, whether political, economic or military.

English language derivation occurred from German, Latin, and other European languages. Due to this, Europeans don't consider English a complex language to learn. Also, according to linguists, English became a global language due to its simplicity.

English script in Latin appears less complicated to learn and recognise for people. Also, like other languages such as Turkish or Korean, English pronunciation is not so complex and easy to understand.

Generally, if we observe closely, the difficulty level of a particular language varies from person to person. It also depends on the culture the individual belongs to. For example, A person from Korea will find the Japanese language less complicated than a Britisher because of the similarities between Korean and Japanese cultures.

The language, English, should not be alien or unknown to any community. Learning English was not a big deal during British rule, as most people from different cultures became familiar with the language.

Native and Non-Native of Accent of English

Language is neither static nor homogeneous. All languages show variation along different dimensions. When one talks about "the English language" or any other language, or when one reads a grammatical description of one language or the other, the impression one gets is that language is a monolithic, homogeneous entity. The fact, however, is that all languages show variation. The variation can be along the dimensions of time or space. Thus English today is different from what it was a few hundred years ago. Similarly, along the dimension of space, we know, languages vary from one place to another -- American English is different from British English and, within British English, there is regional variation as one moves from the south of England to the northern parts. Languages also vary along other dimensions viz. social class, sex, education, etc. As a matter of fact such labels as Chaucer's English, Twentieth century English, Yorkshire English, Queen's English, Standard British English, Cockney English, etc. are evidence of the fact that rather than being a homogeneous, invariant entity, language is essentially dynamic and variable.

Speech Community
Native Language It is useful to begin our discussion of native varieties of English with the term "language community" or "speech community". The language community is a group of people who regard themselves as using the same language. Various other interesting definitions of language community or speech community are available, but the crucial point is that all members of such a group consider themselves not only as using the same language but also as being 'born into' or 'born with' the same language. Thus one can speak of the Chinese speech community, the German speech community, the Hindi speech community, the English speech community, and so on and so forth. All members of such communities, irrespective of 'where' they are, 'who' they are, and at what point of time they are located, identify with a given language. The language we identify with in this manner is generally referred to as the native language. The language is native also in the sense that the person who identifies with it gets her/his first cognition of the world through this language, acquires it before any other language and continues to owe allegiance to it. That is why it is also often called 'mother-tongue' or 'first language'. The term native language (or mother tongue) has its counterpart in the term 'native land' which refers to the nation or country one identifies with. We shall have occasion to return to this term in a different section of this unit. We may note that it is possible for an individual to belong simultaneously to two or more speech communities and learn two or more languages as native languages.

1.2.2 Variation Across Time

Now speech communities or language communities are not undifferentiated. Although members of such communities see themselves as belonging to and using the same language, these members are distributed across time and space. Thus, those who may be considered members of the 'English Community' or native speakers of English have to be looked at along these two dimensions of time and space. The native speakers of English living in the fourteenth century used a variety of English which was very different from the variety of English used in the eighteenth century which, in turn, was very different from the variety of English used in the present century. A comparison of texts

belonging to these three periods would make the point very clear. Languages change over time. English today is not the same as it was two hundred years ago, but for a member of the English language community, English was a native language in the fourteenth century, as much as it is the native language for such members of the community today. This is the historical or diachronic perspective of looking at language varieties. It is customary to speak of 'old English', 'middle English', 'modern English' and so on. Within modern English one can recognise differences between twentieth century English, eighteenth century English, Elizabethan English, etc. These are all labels to refer to native language varieties across time.

Variation Across Space

However, if one were to keep time constant and focus say, on modern-day English, one would find variation depending on where one is located in relation to space. All languages have regional varieties. It is customary to refer to such varieties as 'dialects' or 'regional varieties'. The English speech community is spread over a vast area and members of this community show a marked difference in their language. The English used in Britain, for example, shows interesting patterns of variation as one moves from one region or area to another. Thus one gets such varieties as South-east Midland dialect, South-central Midland dialect, Yorkshire dialect and so on. Thus what you call a bus in Standard English is actually called a /bus/ in Yorkshire English with u being pronounced as u and not as a (is roughly equal to /a/). The important thing to remember is that from among such regional varieties or dialects, one variety comes to be recognised as "standard" language. In England, for example, the South-east Midland dialect has come to be recognised as "standard", while the other regional varieties continue to be referred to as dialects. Once a regional variety comes to be recognised as the standard, it receives institutional support (e.g. educational institutions teach it, propagate it and promote it, the media uses it and most administrative agencies support and use it), it gains prestige and recognition and becomes synonymous with the national language. Thus, when we talk about British English, we generally have in mind standard British English. This standard form or standard variety forms the basis of all descriptions of the language (grammars, dictionaries, thesauruses, etc.)

Another interesting dimension of the spatial distribution of native language is that often languages come to be associated with political entities known as nations. Thus, the English language, operating as a native language, has come to be associated with national entities such as Australia, Canada and the U.S.A. At this level of variation one can then talk of "Australian English", "British English", "Canadian English", "American English" and so on. The interesting thing is that these different "national varieties" are all native varieties, and the different labels they carry are more indicative of different nationhoods rather than any substantial differences in form. Having said that, one must hasten to add that there are differences between American English and British English or British English and Australian English (as reflected in the spoken form and, to a lesser degree, in the written form), but these differences are generally not taken note of.

Dialect and Accent

Whether or not one speaks standard English, one will certainly speak with an accent. It is wrong to

believe that some people speak with an accent while others do not. The fact is that every language user speaks with an accent; it is a different matter that some speakers may have particularly strong or easily recognizable accents. The terms accent, in its technical sense, is restricted to aspects of pronunciation which help us identify a speaker in terms of where she is from, regionally or socially. Accent needs to be distinguished from dialect which refers to features of grammar and vocabulary, as well as, to aspects of pronunciation. For example, the sentence "you don't know what you are talking about" will generally appear the same whether spoken with an American or a Scottish accent. Both speakers will be using standard English forms, but have different pronunciations. However, the sentence "Ye dimae ken whit yer haverin' about", has the same meaning as the first sentence, but represents what a person who speaks a Scottish dialect of English might say. There are, as you will notice, differences of pronunciation (ken, haverin') and a different grammatical form (dinnae instead of don't).

Variation by Social Class

Native languages (English in this case) also vary according to social classes. While spatial distribution gives us different regional dialects, socioeconomic differences lead to social-dialects or sociolects. You must have come across such descriptive labels as "speech of the aristocracy", "upperclass speech", "language of the man-in-the-street", etc. What actually happens is that in any community or society where there are sharp class distinctions, language tends to reflect these distinctions. Present day American society, for example, shows interesting differences between varieties used by the upper-middle classes and the lower working classes. In England, where class distinctions are more sharp than in the U.S.A., differences in sociolects are more pronounced and more easily recognised. We quote below an extract from Halliday et al to give you an idea of these two dimensions of native varieties of English.

The dialect structure of English today can be represented by a pyramid. The vertical plane represents class, the horizontal one region. At the base there is wide regional differentiation, widest among the agricultural workers and the lower paid industrial workers. As one moves along the socioeconomic scale, dialectal variety according to region diminishes. Finally, at the apex there is no regional differentiation at all This regionally neutral variety of English, often known as 'RP' ... carries prestige and may be acquired at any stage Certain institutions, notably the preparatory and public schools create, as part of their function, conditions in which it can be learnt. The speaker of this form of English has many social and economic advantages". (Halliday, M.A.K. et. al. *The linguistic Sciences and Language Teaching* (1964). London. Longman, Green and Co. p.86)

Phonetic Transcription

Phonetic transcriptions are usually written in the International Phonetic Alphabet (IPA), in which each English sound has its own symbol. (You can take a look at a chart with all the English sounds and their IPA symbols.). For example, the IPA-based phonetic transcription of the word HOME is hoom, and the transcription of COME is kʌm. Note that in spelling, these words are similar. They both end in OME. But their phonetic transcriptions are different, because they are pronounced differently. Phonetic transcription is usually given in brackets, like this: /hoom/, /kʌm/. In a dictionary, it looks like this:

im-age /'ɪmɪdʒ/ *n* 1 a picture of someone or something in your mind: *As she spoke, an image of a country garden came into my mind.*

Today, nearly all good English dictionaries have audio recordings. If you can listen to any English word as it is pronounced by a native speaker, why should you care about phonetic transcriptions? Here are a few reasons:

If you want to have good English pronunciation, you have to learn and practice all the English sounds anyway. If you're going to learn each sound in the English sound chart, you might as well learn its symbol – it doesn't take that much extra effort. It doesn't even have to be a special project for you – all you have to do is pay attention to the phonetic transcriptions in your dictionary. That way, you will gradually learn the symbols.

Suppose you look up the word BOOT and listen to its recording*. In theory, if you are familiar with the sounds of English, you should be able to notice that BOOT has the “long u” sound of WHO and SOON, and not the “short u” of GOOD and BOOK. But, in practice, you could miss that fact, especially if you're a beginner or you're not paying enough attention. If you also read the phonetic transcription /bu:t/ and see the u: symbol (and know what it means), there's a bigger chance that you will notice and remember the correct pronunciation.

Transcriptions can also stop you from hallucinating. Let me explain what I mean. Here's an English word: COLONEL. And [here](#) is its audio pronunciation. Did you notice anything unusual about this word and its pronunciation? If you didn't notice anything, here's a hint: how many l's does it have when you say it? That's right – only one l. However, it is very easy to miss that because the spelling COLONEL makes you expect two l's. This expectation can affect your perception – when you listen to the recording, it's very easy to hear two l's even though there is only one! Seeing the phonetic transcription /'kɜ:nəl/ can help you notice that the first L in COLONEL is silent.

Dictionaries have more transcriptions than recordings. For example, the transcriptions may show two ways to pronounce a word, but the recording will show only one. If you can read phonetic transcriptions, you can get more information out of a dictionary. On the Internet, people use phonetic transcription to discuss pronunciation problems. If you want to join the discussion, or ask questions, you have to know the transcription system. There are situations when you cannot listen to sound – for example, the computer you're using has no speakers, you don't want to disturb other people, you are in a noisy environment and can't hear the sound, you only have access to a paper dictionary, etc. Even if you can use audio, a glance at the transcription can be faster than clicking a button and listening to a recording. In short, you can learn good English pronunciation without knowing the IPA symbols for English sounds, but learning those symbols is not that hard and you get a few nice benefits in return.

Stress and Intonation

Stress is the emphasis given to a specific syllable or word in speech, usually through a combination of relatively greater loudness, higher pitch, and longer duration. Syllable is a part of a word that is pronounced with one uninterrupted sound. It is also important to remember that we stress the vowel sound of the word, not the consonant sound. The stress placed on syllables in a word is called lexical

stress or word stress. Stress placed on some words within a sentence is called sentence stress or prosodic stress.

Word Stress

Take the word Garden for example. It has two syllables: 'Gar' and 'den'. The stress is placed on 'Gar'. Similarly, given below are some examples. The stressed syllables are written in capital letters.

Water: WAtEr

Station : STAtion

People: PEOPle

Sentence Stress

Sentence stress is the way of highlighting the important words in a sentence. Unlike in word stress, you can choose where you can place the stress. Selecting which words to stress depends on the meaning and context. However, if the stress is not used correctly, the sentence might be misinterpreted.

Examples:

CLOSE the DOOR.

WHAT did HE SAY to you in the GARDEN?

Have you SEEN the NEW FILM of TOM CRUISE?

Intonation

Intonation is the variation of our pitch, in the spoken language. Intonation indicates our emotions and attitudes, determine the difference between statements and questions and sometimes highlight the importance of the verbal message we're giving out. In English, there are 3 basic intonation patterns: Falling Intonation, Rising Intonation, and Partial/Fall-rise Intonation.

Falling intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. It is used in expressing a complete, definite thought, and asking wh-questions.

"Where is the nearest Police Station?"

"She got a new dog"

Rising intonation

Rising intonation describes how the voice rises at the end of a sentence. This is common in yes-no questions or in expressing surprise.

"Your dog can speak?"

"Are you hungry?"

Partial Intonation

Partial Intonation describes how voice rises then falls. People use this intonation when they are not sure, or they have more to add to a sentence. We also use this intonation pattern to ask questions, as it sounds more polite.

"Would you like some coffee?"

"I want to go to France, but..."

Speaking Politely in English

When you are just getting started learning English, your main concern is to make yourself understood. Of course, it's nice to use expressions like please, thank you, and excuse me, but people will forgive you if you leave them out... But will they really?

The truth is, the English language is full of little niceties and formalities, and ignoring them can make you come across as rude or unprofessional. If you have a slight accent or it's clear English is not your first language, English speakers will hopefully realise any impoliteness is not intentional, but it's always best to focus on learning the correct customs. Moreover, in some formal situations, such as job interviews, meetings with clients or colleagues, appointments with doctors, or simply when requesting help or information, it is important to make the best possible impression by speaking in a polite way. To help you communicate more effectively, we have created this guide on how to be polite in English.

MAKING A REQUEST

In English, when we ask for something or ask someone to do something, we often use the modal verbs like could, might, should, and would to sound more polite. They soften the request and make it sound less like you are ordering someone to do something. For example, a waiter in a restaurant will be more inclined to treat you well if you say "I would like a cup of tea, please", instead of saying the more blunt "I want a cup of tea", or, even worse, an imperative: "Give me a cup of tea". You should avoid giving commands and phrase your requests in a less direct way, usually in the form of a question:

- Could you please open the window?
- Do you think you could turn the music down a little, please?
- Would you mind telling me the time, please?
- Would you be so kind as to pass me that book?
- I would appreciate it if you could...
- I would be most grateful if you could....
- When convenient for you, could you please

SAYING 'THANK YOU'

If your (polite) request has been met, don't forget to say how grateful you are to the person for what they have done or said. Depending on the situation, you can use the following expressions:

- Thank you very much!
- That's very kind of you.
- Thanks a lot! (note: this expression is sometimes used sarcastically to mean the opposite. Make sure your tone is clear!)
- Thanks, I appreciate it.
- You are so helpful.
- Thank you for taking the trouble to help me.
- Many thanks! (note: this is usually reserved for written thanks and would sound a bit odd out loud)

DISAGREEING POLITELY

If you have to express disagreement, it's important to show that you respect the person's opinion and just happen to think differently. Try using the following phrases to soften your tone and express your opinion without the risk of offending anyone:

- I see what you mean, but...
- I'm afraid I don't see it that way.
- I understand what you're saying, but on the other hand...
- I respect your point, but...
- I'm not so sure about that.
- You could be right, but don't forget that...

TURNING DOWN AN INVITATION

Saying no to people is not always easy, so the next time you have to refuse an invitation, these polite expressions will help you avoid hurting person's feeling:

- I would love to, but...
- That sounds great, but...
- I'm afraid I can't. I...
- Thanks so much for asking me, but...
- Unfortunately, I can't because...

NOT UNDERSTANDING/ASKING TO REPEAT

If you did not clearly hear what another person have said, you can say "Sorry", "Pardon me", or "Excuse me", or else use the phrases below to ask them to repeat in a polite way. Notice that it's polite to blame yourself for not being able to hear, even if it was actually because they spoke too softly or there are other loud noises covering them up!

- I'm sorry, I didn't quite catch that.
- Could you say that again, please?
- Would you mind repeating that?

AVOIDING 'FINGER-POINTING' STATEMENTS

When dealing with a problem, coming across as rude can just make the problem worse. In order to sound more diplomatic and less aggressive, focus on 'I' and 'we' instead of 'you', which can come across as accusatory, and use the passive voice:

- Perhaps I am not making myself clear.
Instead of:
You're not understanding me.
- My favourite mug has been broken!
Instead of
You broke my favourite mug!
- It was agreed that you'd complete the task today.
Instead of
You said you were going to complete the task today.

Unit-II Feature Writing

Article writing for newspaper & magazines

Unit Objectives:

After going through this unit, you will be able to:

- Discuss the growth of magazine and newspaper.
- List the step and process of article writing for magazines and newspaper.
- Discuss the process of interpretation of charts and diagrams.
- Explain the interpretation of graphs and tables with the help of exhibits.

What is an article in the newspaper?

Some would say that it is a dying art. With the availability of the Internet, millions of people can get the news at their fingertips, so why do we need the papers delivered to our doorstep now? Well, it is certainly true that the Internet has become a game-changer, but people are always required to be informed, and the newspaper has long served the need.

The written news may be changing, but it will always be important in our society. The rest of this lesson discusses how to write an article in the style of a physical newspaper.

Well, a news article discusses the current recent news of common interest (ie daily newspaper) or a specific topic (ie political or business news magazines, club newspapers, or technology news websites).

A news article may include eyewitness accounts of the incident.

How do you write a newspaper article?

The best way to structure a newspaper article is to first write an outline. Review your research and notes. Then jot down the ideas for the following six sections. Remember, this is just a foundation on which you can build your story.

How do you write a news article headline?

Headline: This is a brief, noticeable statement about the incident. The title of your article should be attractive and up to the point. You should puncture your title using Associated Press style guidelines, which specify, for example, that the first word is capitalized, but, unlike other heading styles, the words after the first word (except for proper nouns) are usually But do not occur. Numbers are not spelt. Other members of the publishing staff often write headlines, but this will help focus your thoughts and perhaps save those other employees for some time.

What is the newspaper byline?

Byline: Byline is the author's name in this case – your name. It tells who wrote the story.

What is a newspaper byline?

Lead: It is also called Lead paragraph that has all the who, what, when, where, why and how. The author needs to find answers to these questions and write to them, the opening sentence of the article. The lead is usually the first paragraph and is written to provide a preview of the entire story. It contains a summary of the story and contains many basic facts. The lead will help readers decide if they want to read the rest of the story, or if they are satisfied knowing these details.

What is the newspaper storyline?

Storyline: Once you set the stage with a good lead, follow a well-written story that includes facts from your research and quotes from people you interviewed. Have done The article should not have your opinion. Detail any events in chronological order. Use active voice – not passive voice – when possible and write in clear, short, direct sentences.

In a news article, you usually place the most important information in the opening paragraph and follow up with supporting information, enough to ensure that the reader sees the important details first and that you hope, to continue until the end Is ready from.

Source: Keep your sources with information and citations that they do not provide, at the bottom of each page or the end of the story, as you would for an academic paper.

Your conclusion can be your final information, summary or carefully chosen quote to leave the reader with a strong sense of your information.

What are the 5 parts of a newspaper article?

Who – Who was involved?

What – What happened?

Where – Where did it happen?

Why – Why it happened?

When – When did it happen?

How – How it happened?

How do I find newspaper articles?

Now how will you know where to submit the article? Talk to the editor yourself and write and submit the article as per your need.

How to Write Articles for Magazines?

Magazine writing is a craft that stands apart from the kind of writing you might encounter in a newspaper, journal, essay, or full-length book. Even within the broader landscape of magazine writing, many subgenres demand different styles and skills—you'll approach a long feature article differently than you would a human interest story; tackling an investigative exposés requires a different skill set than writing reviews and cultural criticism. So while your approach to magazine writing will vary depending on the publication and the nature of the article itself, you'll still need to master the skills that set magazine writing apart from other types of writing.

Here are some writing tips to help you break into the world of magazine writing.

1. Target your pitches carefully. Freelance writers typically have to pitch stories via a query letter before being given an assignment. Be judicious when you pitch to editors. Anna Wintour isn't going to publish a dissection of the Cincinnati Bengals' run defense in the pages of Vogue, so don't waste her time with a query letter on the topic. Even if your pitch isn't accepted, by engaging with a magazine you've begun a relationship with its staff, and you always want to

impress them at every encounter. Make sure you follow a publication's submission guidelines when you approach them with article ideas.

2. Become a specialist. Today's media world values specialization. ESPN's Brian Windhorst was well-versed in all professional sports, but he strategically chose to hone in on basketball when he began penning articles for ESPN: The Magazine. He credits it for his rise within that company (even though the magazine itself no longer exists). If you have specialized know how in a particular discipline (such as medicine, music, or mobile computing), lean into it. The best stories you pitch will likely tap into your personal experience and specific knowledge base. Specialization can help you break through as a new writer.
3. Do more research than you think you need. It's always better to have more sources, quotes, and statistics than you can use in your story. Often times a magazine writer's document of notes will be longer than the first draft of their story. If you have a great article planned, the urge to start writing immediately can be intense. But before you begin, make sure you are truly overloaded with the substantive facts that will populate your story.
4. Consider the magazine's target audience. A magazine's most important relationship is with its readers. If you meet those readers on their terms, you could have a long career in magazine journalism. For instance, if you're writing pop astronomy articles for national magazines like Wired or Discover, you cannot weigh down your prose with technical jargon that interferes with your storytelling. On the other hand, if you're writing for trade magazines in the telescope industry, you should absolutely pepper your article with tech specs. It's what your readers want.
5. Keep track of personnel changes among magazines. Editors frequently leave one magazine and join a new one. Your connection to such people is ultimately more important than the company they work for. Even if you think you have the perfect story for Rolling Stone but you don't know anyone there and you do know the managing editor at Pitchfork, you'll have a much better shot with the latter. Study a magazine's masthead and article bylines to learn who's working there. Online resources like LinkedIn can also provide this information.
6. Be flexible. Flexibility is one of the greatest writing skills a journalist can be endowed with. Even with the greatest degree of planning, the writing process can lead journalists in strange directions. You may find that your planned 1,000 word article needs 10,000 words to do its subject justice. Conversely, you may find that what you thought would be a voluminous feature should be far more succinct. Writing is hard work even when everything goes as planned. If your story demands a different approach from what you'd originally expected, embrace flexibility. It will make the revision process all the more pleasant.

Interpretation of charts, graphs, and diagrams

A lot of presentations are focused on data and numbers. Sounds boring, right? Apart from essential business presentation phrases, charts, graphs, and diagrams can also help you draw and keep the attention of your listeners. Add them to your presentation, and you will have a profound evidence-based work.

When it comes to presenting and explaining data charts, graphs, and diagrams, you should help people understand and memorize at least the main points from them. As to the use cases, diagrams and other visuals perfectly fit for describing trends, making a comparison or showing relationships between two or more items. In other words, you take your data and give it a visual comprehensible form.

There are so many different types of charts, diagrams, and graphs that it becomes difficult to choose the right one. The chart options in your spreadsheet program can also greatly puzzle.

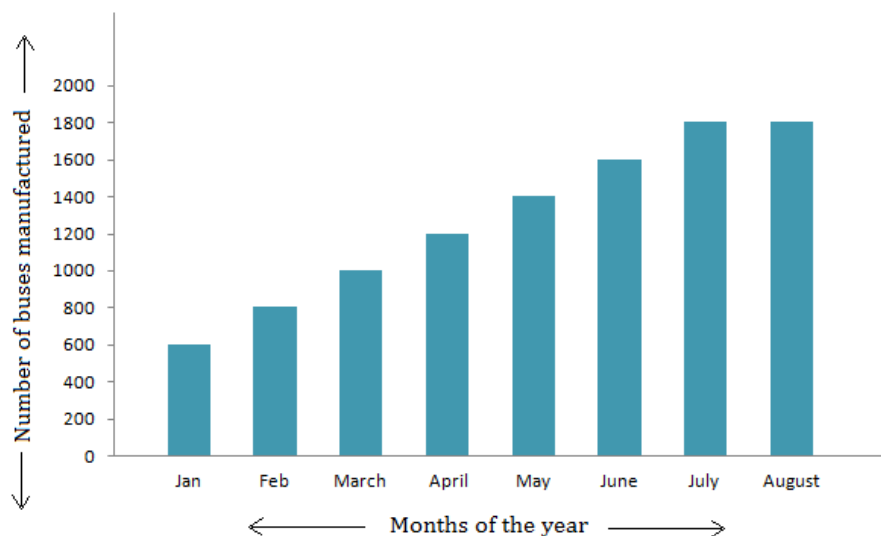
When should you use a flow chart? Can you apply a diagram to presenting a trend? Is a bar chart useful for showing sales data? To figure out what to select, you must have a good understanding of the specific features of each type.

The rest of this article will show examples of different types of presentation visuals and explain in detail how to describe charts and diagrams

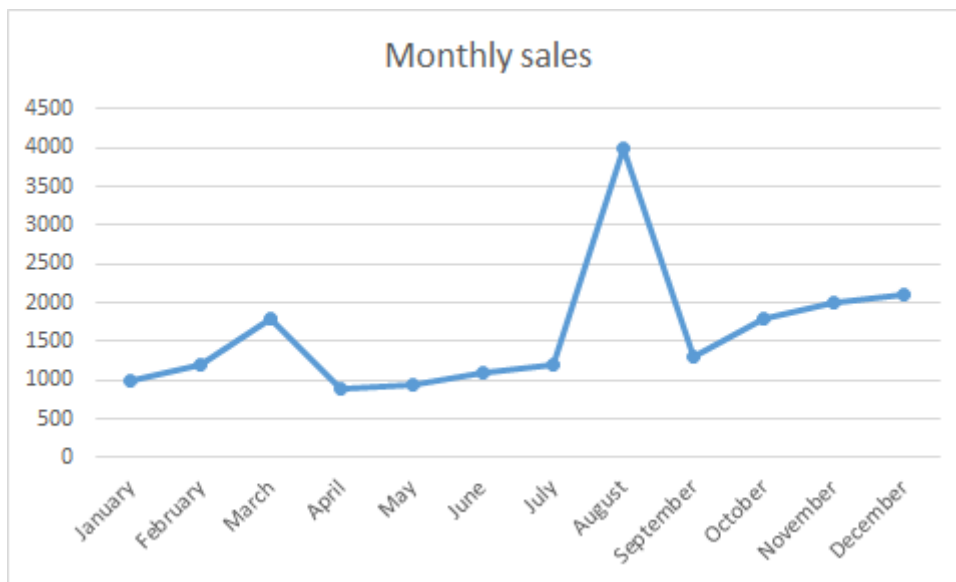
Graphs, Charts & Diagrams

Data can be represented in many ways. The 4 main types of graphs are a bar graph or bar chart, line graph, pie chart, and diagram.

Bar graphs are used to show relationships between different data series that are independent of each other. In this case, the height or length of the bar indicates the measured value or frequency. Below, you can see the example of a bar graph which is the most widespread visual for presenting statistical data.



Line graphs represent how data has changed over time. This type of charts is especially useful when you want to demonstrate trends or numbers that are connected. For example, how sales vary within one year. In this case, financial vocabulary will come in handy. Besides, line graphs can show dependencies between two objects during a particular period.



Pie charts are designed to visualize how a whole is divided into various parts. Each segment of the pie is a particular category within the total data set. In this way, it represents a percentage distribution

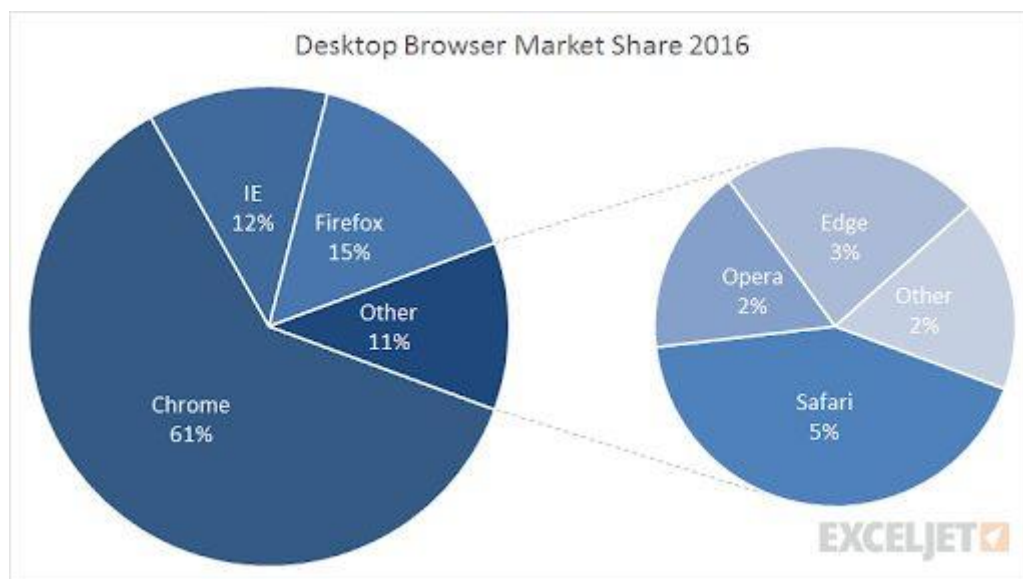
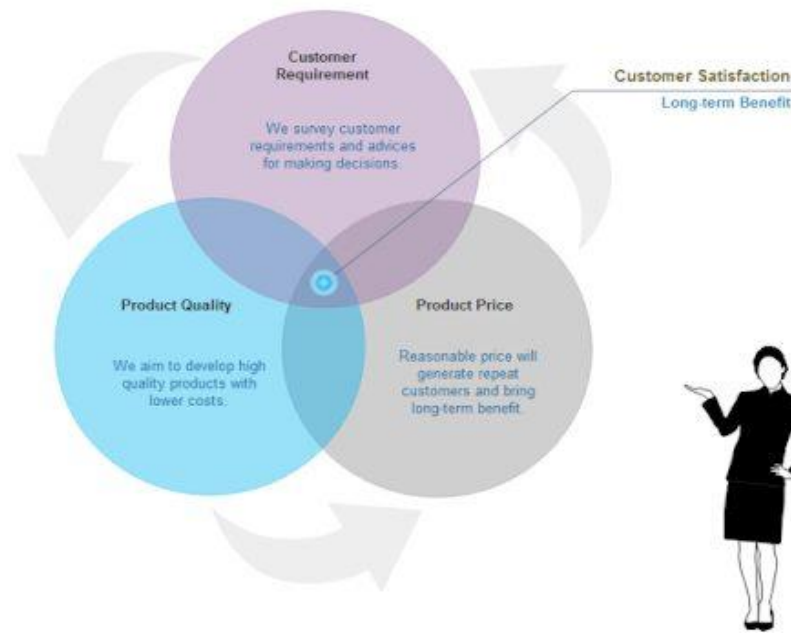


Diagram is a plan, drawing, or outline created to illustrate how separate parts work and overlap at the connecting points.



Interpreting Tables

A table is an arrangement of information or data, typically in rows and columns, or possibly in a more complex structure. Tables are widely used in communication, research, and data analysis. Tables appear in print media, handwritten notes, computer software, architectural ornamentation, traffic signs, and many other places. The precise conventions and terminology for describing tables vary depending on the context. Further, tables differ significantly in variety, structure, flexibility, notation, representation and use.[1][2][3][4][5] Information or data conveyed in table form is said to be in tabular format (adjective). In books and technical articles, tables are typically presented apart from the main text in numbered and captioned floating blocks.

Simple table

The following illustrates a simple table with three columns and nine rows. The first row is not counted, because it is only used to display the column names. This is called a "header row".

First name	Last name	Age
Tinu	Elejogun	14
Javier	Zapata	28
Lily	McGarrett	18
Olatunkbo	Chijiaku	22
Adrienne	Anthoula	22
Axelia	Athanasios	22
Jon-Kabat	Zinn	22
Thabang	Mosoa	15
Rhian	Ellis	12

Multi-dimensional table

The concept of dimension is also a part of basic terminology. Any "simple" table can be represented as a "multi-dimensional" table by normalizing the data values into ordered hierarchies. A common example of such a table is a multiplication table.

An example of a table containing rows with summary information. The summary information consists of subtotals that are combined from previous rows within the same column.

company	division	sector	tryint
00nil_Combined_Company	00nil_Combined_Division	00nil_Combined_Sector	14625
apple	00nil_Combined_Division	00nil_Combined_Sector	10125
apple	hardware	00nil_Combined_Sector	4500
apple	hardware	business	1350
apple	hardware	consumer	3150
apple	software	00nil_Combined_Sector	5625
apple	software	business	4950
apple	software	consumer	675
microsoft	00nil_Combined_Division	00nil_Combined_Sector	4500
microsoft	hardware	00nil_Combined_Sector	1890
microsoft	hardware	business	855
microsoft	hardware	consumer	1035
microsoft	software	00nil_Combined_Sector	2610
microsoft	software	business	1215
microsoft	software	consumer	1395

In multi-dimensional tables, each cell in the body of the table (and the value of that cell) relates to the values at the beginnings of the column (i.e. the header), the row, and other structures in more complex tables. This is an injective relation: each combination of the values of the headers row (row 0, for lack of a better term) and the headers column (column 0 for lack of a better term) is related to a unique cell in the table:

- Column 1 and row 1 will only correspond to cell (1,1);
- Column 1 and row 2 will only correspond to cell (2,1) etc.

The first column often presents information dimension description by which the rest of the table is navigated. This column is called "stub column". Tables may contain three or multiple dimensions and can be classified by the number of dimensions. Multi-dimensional tables may have super-rows - rows that describe additional dimensions for the rows that are presented below that row and are usually grouped in a tree-like structure. This structure is typically visually presented with an appropriate number of white spaces in front of each stub's label.

In literature tables often present numerical values, cumulative statistics, categorical values, and at times parallel descriptions in form of text. They can condense large amount of information to a limited space and therefore they are popular in scientific literature in many fields of study.

The process of interpreting tables consists of five steps:

- Subheads are distributed through subsumed items.
- The types of items are recognized, subject to consistency across that field in all the records.
- Limited use is made of headers to further disambiguate the types of the items.
- The most plausible relation among the items in the records is hypothesized, subject to consistency throughout the table.
- The pretabular sentence is interpreted, allowing for parameters for the table items.

Unit –III

Writing Notice

What is Notice Writing?

Students might have heard the term ‘notice’ a number of times, but what does the term ‘notice’ mean or how to identify a notice? A notice is a written formal announcement intended for a large group of people. A notice follows a very precise form of writing where just the key points about the concerned topic are mentioned. Any extra details are avoided in notice writing. Since notice writing is a way to reach a large number of people in a short time, it’s important that the unnecessary detailing is avoided.

For example, suppose you have to write a notice to inform a group of people about an event. All you have to do is inform people about what the event is about, where and when it will take place, and sign it off with your designation. So how would you write a notice for that? Let’s learn about the format in which notices are written.

Format of Notice Writing

Notice writing is the easiest writing piece that students can go for. Just like letters and articles, notice writing too has a particular format. In fact, marks are often allotted for the format itself during evaluation. So if you want to get full marks in notice writing, you have to learn how to design and present a notice that would fulfill its purpose.

Name of the Organization – The first thing to write is the name of the organization/school/college from where the notice is being issued. This will help people identify who has published or put out the notice.

Title – The title for any notice writing is the word “Notice” itself. This is to let the readers know that they are about to read a ‘Notice’.

Date – The next important thing that students must keep in mind while drafting the notice is to write the date. The date is written in the left corner of the notice. The date helps the readers to understand when the notice was issued. Writing dates also helps to use it as a reference for future use.

Heading – The heading of the notice refers to the subject of the notice. In the heading, the students have to write briefly about what the notice is about. This helps the readers to have an idea about what the notice might consist of.

Body – The body contains the main content of the notice. But one must keep in mind that the body of the notice should be kept short and informative. Only necessary information would be written in the body, which is usually written in passive voice.

Signature and Designation – The notice ends with the signature of the person who composes the notice and their designation (in capital letters). It helps the readers to understand who has issued the notice.

Sample Notice Writing for Class 10

Imagine you have been asked to draft a notice on the upcoming parent-teacher conference, here is an example to help you write a good one.

National Model Public School, Chennai

NOTICE

14/01/2022

Parent-Teacher Conference

The Parent-Teacher Conference will be held on the 20th of January, 2022. It is mandatory for all parents of Std 10 students to attend the conference. The conference will go on for two hours (10 a.m. to 12:00 p.m.) All parents will have to assemble in the Main Auditorium by 9:45 a.m.

Signature of the Principal

PRINCIPAL

National Model Public School, Chennai

Memorandum

Memorandums, or memos for short, are used in place of formal letters for internal communication. These may be used in the workplace to present information, to provide directions or reminders, or to propose an idea.

While memos are often succinct, they can be very difficult to write precisely because you need to get straight to the point to get your ideas across. A poorly written one may confuse your superiors or your colleagues, and precious time may be wasted when they prepare their own memos to seek clarification on what you wrote. This article provides some tips that you can follow to impress your colleagues with your memo writing skill.

Before you write

Before you put anything on paper, consider the following first:

Audience. Who are the intended recipients of your memo? Knowing your audience will not only allow you to identify who to address it to, but also determine the tone of the document you will be writing.

Purpose. The purpose of the memo will also affect how you write the document. Providing a list of instructions will require a more formal and professional tone, while an announcement regarding a company outing or party may be written in a festive manner.

Parts of a memo

Memo formats may differ depending on the workplace. Most, however, have the following parts:

Label. Some offices require for this document to bear the label “MEMORANDUM” or “MEMO” at the top of the page so that your readers will immediately know what type of document it is. However, not all workplaces have this rule. Do make it a point to study the standard memo format followed in your office so you can adjust accordingly.

Heading. The memo heading contains the following details:

To: This is where you write down the recipients of the memo. Addressees may be colleagues (do write their full names and job titles) or units or departments within the office.

From: Write down your name and job title

Subject: Indicate the reason for the memo

Date: Note the complete date

Body. Use this section to provide the pertinent details regarding the issue at hand. Try to be as specific and concise as possible.

Conclusion. The conclusion is usually just 1-2 sentences long and indicates what action you are

expecting from the recipient of the memo.

Tips to be effective at memo writing

Below are tips you can follow to make sure that you produce memos that are consistently well-written.

Be SMART. Memos should be SMART – Specific, Measurable, Attainable, Relevant, and Time-Bound.

Be clear not only about what you want to say, but what you expect your reader to do.

Don't use informal language. Memos, by their nature, need to be written in a professional manner. As such, do avoid colloquial language.

Be succinct. As mentioned earlier, memos should go straight to the point. Avoid flowery language and adding unnecessary details so that your readers will know exactly what you're trying to say.

Present the main point within the opening paragraph. Make it easier for your reader to understand what the memo is about by stating the gist of it within the first paragraph. Salutations are not necessary in memos.

Break down the memo. If your memo is long, consider breaking it down into smaller chunks to make it easier for your readers to understand what you want to say. Consider using subheadings to break down sections of your memo. If, you want to raise several points in your memo, you use bullet points to make it easier for your readers to understand each specific issue that you will bring up.

Don't use emotionally-charged words or language. Never use emotive words, even when writing about issues such as a team member's poor performance at work. Doing so will make your report seem subjective. Maintain professionalism by outlining the details using a detached but polite tone. For instance, instead of saying that a colleague shows "unprofessionalism", you can instead provide concrete examples of his/her conduct to justify your memo.

Proofread. Before you release the memo, make sure that you proofread it to see if there are any factual, grammatical, or spelling errors in what you wrote. You may also want to review it to see if there is a way for you to simplify it further to make it more easily understood by your audience.

Practice makes perfect, so try to draft your own memos and ask a colleague to review them to hone your memo writing skills.

Agenda

An agenda, also called a docket or a schedule, is a list of activities in the order they are to be taken up, from the beginning till the adjournment. An agenda helps in preparing for a meeting by providing a list of items and a clear set of topics, objectives, and time frames that are needed to be discussed upon.

How to write a meeting agenda

Whether you have a short one-hour meeting or one that lasts several hours, you can use these steps to help you write an agenda:

1. Identify the meeting's goal

When you start with your goal, you can ensure that the meeting's purpose is clear and that every activity you wish to do meets your objective. Creating a meeting goal can help the participants stay as attentive as possible. A meeting goal to approve the company's monthly advertising budget, for example, is more realistic than a goal to reduce total spending.

2. Seek input from the participants

If you want to keep your attendees involved throughout the meeting, get their feedback ahead of time so you can make sure the meeting meets their needs. You may ask them to share their questions regarding the topics or can address any suggestions they have. Once you get a list of suggestions from the participants, you can review them and select which ones to use.

3. Prepare the list of questions that you want to address

To create a list of questions for the meeting, you may start by understanding your meeting's goal. Then you may review the subjects you want to address. On some agendas, a topic is merely a phrase, such as "rental equipment." However, by expressing discussion points as questions, you may explain the objective of each agenda item. These prompts can help you assure you are inviting conversation and obtaining all the data you need for each agenda item.

4. Determine the goal of each task

It is best practice to make sure each task you do during your meeting has a specific goal. These goals may be to provide information, get feedback or make a choice. Note the reason for each task as you move through your schedule. This phase will assist meeting participants in understanding when you need their opinion and when you need to make a decision.

5. Calculate how much time you will spend on each task

This section of the agenda guarantees that you have adequate time to cover all the items on your agenda. It also aids the participants in fitting their remarks and questions within the allotted time.

You can optimise your timeframe by giving more time to items you anticipate taking longer to discuss or scheduling items of higher importance earlier in the discussion to ensure vital topics are covered. If you have many team members coming to your meeting, you may even limit time on certain topics to streamline the conversation, encourage a quick decision and keep the meeting on schedule.

6. Attach documents

Attaching documents related to the topics in the agenda can help the participants understand the subject. You can also save time for participants who would otherwise have to search on their computers for these documents. It also makes it easier for you when you're conducting the meeting.

7. Identify who leads each topic

Usually, the leaders take the leading role in a meeting, whereas in some cases, the team members lead the meeting under the supervision of the leaders. You may assign topics to relevant individuals beforehand. This step helps keep the meeting productive and ensures that everyone is prepared for their responsibilities.

8. End each meeting with a review

Leaving time to end each meeting with a review can help participants better understand what decisions they made and what information they discussed so they can take any necessary steps after the meeting. During this review, you and other meeting participants might also consider answering what went well during the meeting and what needs improvement.

Minutes

What are meeting minutes?

Meeting minutes are the written record of a meeting or hearing. Minutes are usually structured and formal so that they can be shared after the meeting and serve as historical documents in the future.

For those who could not attend the meeting, minutes bring them up to speed. Minutes also offer accountability to action items that were discussed during the meeting.

More importantly, if an organization enters into any sort of legal situation, minutes serve as an official record proving due diligence, ethics, and bylaw compliance.

Who takes meeting minutes?

The secretary most often takes meeting minutes. Nonprofits, government entities, schools, public companies, and trade unions are usually required to record official meeting minutes. However, many other companies also use meeting minutes to maintain an official record.

How to write meeting minutes

The style and content of meeting minutes will vary depending on the organization and how it's structured. Regardless, you should always include the basics, like date, time, and participants. But many organizations will also benefit from having other, optional items like supplementary documents and action items. Read on to find out what to include in your meeting minutes.

8 basic elements of meeting minutes

These are the essential items to include in your meeting minutes:

1 Date

2 Time

3 Location

4 Participants

5 Topics discussed

6 Motions

7 Voting outcomes

8 Next meeting date and place

What else should meeting minutes include?

Most organizations will add at least one or two other elements in their meeting notes. Beyond the essentials, your meeting notes can include and be structured in whatever way best fits your organization's needs.

Here are some custom elements you can include in your meeting minutes:

Supplementary documents

Action items

Purpose of meeting

Items to be discussed next time

Project status updates and voting results

Next steps, like research and follow-ups

A section to define attendees who are guests, nonvoters, or speakers

Corrections or amendments to previous meeting minutes

5 tips for writing meeting minutes

Once the meeting has adjourned, use your notes to write and edit your minutes, and then share them. It helps to write out your meeting minutes as soon as the meeting concludes so you don't miss anything.

1 Be consistent

It helps to use a template every time you take meeting minutes. That way, they're all laid out the same way, and you won't have to waste time adding headings and bullet points. This is useful later when other people in the organization need to reference them. Some organizations even put their agenda and expected attendees on the meeting notes for efficiency.

2 Record it

When you start in your secretary role, you might have trouble keeping up with note-taking. If you're experiencing this, consider recording the meeting. You can do this with any smartphone, audio recording device, or camera. Later, you can use an artificial intelligence transcription service or just listen back to the recording as a refresher when needed. Before recording, though, be sure to let your attendees know they are being recorded.

3 Make your notes viewable during the meeting

Sometimes, meetings are collaborative. This can sometimes feel chaotic and make it difficult to keep track of everything. Making the notes viewable on a projector or sharing your screen or document during meetings allows your teammates to contribute to them.

4 Summarize

When you're writing meeting notes, summarize. You should document as much information as possible, but don't write everything verbatim. It's not necessary to record everything that was said during the meeting notes. You also might have difficulty keeping up if you try to write the entire conversation word-for-word. Simplify and clarify what happened during the meeting.

5 Label comments with initials

If multiple people in the meeting have input on a matter, it can help to use attendees' initials to indicate who contributed what. You can also use initials to indicate who will be in charge of the next steps. This shorthand technique is an efficient way to clarify a multiperson conversation.

Advertisements

Advertisement Writing A promotional message that uses an eye-catching graphic to draw attention to various goods, services, or offers is known as advertising. Typically, they are paid press releases. The standard format and word limit for advertisements are 50 words. Advertisements can be placed on various media platforms, including print, broadcast, outdoor, newspapers, magazines, and internet media.

Advertisement Writing Format

Advertisement types:

- Classified advertisement

- Commercial/ display advertisement

Classified advertisements:

These are published under several headings, including “position unoccupied,” “situation desired property for sale,” “marriage,” “lost & found,” etc. These are compact, inexpensive, and extremely short. Short sentences and words are used throughout, and the writing style is straightforward and clear. Prepositions are rarely used, and articles or conjunctions are avoided. A contact number, address, or both must be included in every advertising. Written in classified ads are not whole sentences.

Commercial or display advertisements:

These are written to promote or sell a product. They could be any size or color and include several drawings, sketches, and other images. It is possible to make them attractive by using various fonts. However, these take up more room and are thus more expensive to print in newspapers.

Characteristics of Classified Advertisement Writing

1. The word count for classified authoring is 50.
2. Classified advertisements can include writing for to-let, lost and found, buying and selling, lodging, tours, and travels.
3. There are contact details like phone numbers or addresses.
4. Place the item in a box.

FOR SALE :

Gandhi Nagar, Delhi, Flat No. 11 is FOR SALE. Two bedrooms on the ground floor with connected bathrooms, parking nearby, a park view, a great location, pleasant neighbors, water and power provided around-the-clock, low maintenance costs, and fair pricing. To learn more, call Mahendra or Harshita at 98100XXXXX.

The following are crucial points to keep in mind while creating a classified advertisement for homes for rent, including written advertisement examples:

1. Specify if the house is brand-new or old when describing it.
2. The numbers of rooms, levels, and further details
3. Specify if you are independent or just available for hire.
4. Type of Tenant: Employee, Single, Couple, Family, etc.

5. the address of the home
6. Contact information

Aspects of Writing for Commercial Advertisement

1. elegant with phrases or Include catchy words and illustrations or photographs.
2. Detail-oriented and written clearly and precisely.
3. Special discounts, contact information, and special offers are offered.

Tours & Travel

Only 3 Days and 4 Nights Stay at X 214000 Per Individual

Travel, breakfast, lunch, supper, hotel lodging, laundry, and sightseeing are all included. Experience Kanyakumari's freshness and leisurely discover its culture with First Class Service. Contact Venus Travel at 9968XXXXXX, Patel Nagar, Dehradun, Uttarakhand.

When writing commercial commercials, the following ideas should be kept in mind:

1. Make your headline appealing.
2. Make the offers bold.
3. Use metaphors or alliteration.
4. name, contact information, and other information
5. In a box, place the advertising.

What is a Paragraph?

A series of sentences that are organized and coherent, and are all related to a single topic is called Paragraph. Breaking the large sentence essay or topic into smaller pieces in a well-structured form is known as Paragraph. The lines that should include in a paragraph is at least three to five, not more. It includes topic sentences, supporting sentences as well as concluding sentences that refer to an overall structure, which is a group of sentences focusing on a single topic.

Paragraph writing is not just expressing your views about the topic in a group of sentences. It is all about structuring ideas in a clear format to make the reader fall in love with the topic and continue their studying till to an end of the topic. While writing paragraphs about any topic, it's more important to maintain the quality and flow of the paragraph than word count. Paragraphs are often thought of as a 'unit' of thought.

Types of Paragraph

Having knowledge about what are the type of paragraphs is one of the most essential aspects while writing a paragraph. So, we thought of explaining a bit about paragraph writing types is a must. Okay, let's start about it.

There are four types of paragraphs that you need to know about: descriptive, narrative, expository, and

persuasive. If you have a quick search on the web then you may find other types too but to make your paragraph simple and succinct, it's a good idea to study just these four.

1. Descriptive Type of Paragraph: This paragraph type describes the topic and displays the reader what's the subject included in it. The terms selected in the description type usually appeal to the five senses of touch, smell, sight, sound, and taste. This type of paragraph can be more artistic and may vary from grammatical standards.

2. Narrative Type of Paragraph: In simple words, this type of paragraph narrates a story that includes a sequence of topic sentences like a clear start, middle of the topic, an end to the paragraph.

3. Expository Type of Paragraph: It defines something or gives instruction. It may also explain a process and influence the reader step by step via a form of the method. This Expository Para usually needs research, but also it's possible to rely on the writer's own knowledge and experience.

4. Persuasive Type of Paragraph: This kind of paragraph seeks to make the audience to admit a writer's point of view or know his/her position. Persuasive paragraphs are often used by the teachers because it is beneficial when building an argument. Also, it makes a writer to research and collect some facts on the topic.

What is Precis Writing?

Precis Writing is a summary. It is an exercise of compression. A precis writing is a gist of any passage in as few words as possible. A precis should mention all important details of the original paragraph so that anyone who is reading it is able to understand the idea of the original passage.

Taking the above example forward, to describe the essential highlights and events that take place in *The Merchant of Venice*, you will not add your own thoughts and maintain the tone and expressions of the characters. You will also avoid mentioning events that aren't essential. This is how precis writing works. You express or rewrite a paragraph or any piece of writing and make it as concise as possible without having to change the crux of the subject matter.

In precis writing, you must be carefully objective and maintain the theme of the passage without excluding the important points. Comprehend the passage carefully to conclude about what is important in an article or a story. You might take a while to read it the first time, but as you keep reading it, the later times might just be an easy skim over the pages. Precis writing requires a very strong understanding of the story/ text to convey the same message in a miniature form.

Use of Precis Writing

People often want to go through the highlights of books, movies, meetings, an article, report, news, etc. This is when precis writing works to deliver the main points to the audience without making any modifications in the proportion, tone, or theme of the content. Precis writing plays an essential role in the following areas:

- Precis writing can be used to **describe a chapter** so that students get the gist of the basics.
- Precis writing is also used in **companies for job descriptions, meeting highlights**, etc.
- The use of precis writing is also seen in **movies** to describe the **main events or plot** of the film.
- Precis writing is also used in **scientific reports and researches** to give the gist of its content.

Summary Writing

A summary is a brief summarization of a larger work that gives the reader a comprehensive understanding. To write a summary, a writer will gather the main ideas of an article, essay, television show, or film they've read or watched and condense the central ideas into a brief overview. Summaries provide an abridged description of another work in the form of a paragraph, providing enough detail so that the reader understands the subject of the summary, while highlighting the summary writer's personal understanding of the subject matter.

What Is the Purpose of a Summary?

The purpose of a summary is to provide readers with a succinct overview of important details or interesting information, without inserting a personal opinion. A summary gives a brief rundown of the main points of a text or piece of media, like the abstract to a scientific paper, a description of a movie's plot, or in the form of a novel synopsis.

Tips for Writing a Good Summary

Whether you're summarizing an event, novel, play, or newspaper article, being able to write an effective one-paragraph summary is an important skill for every writer to possess. For some tips on how to write a good summary, see below:

1. Find the main idea. A useful summary distills the source material down to its most important point to inform the reader. Pick the major point you want to communicate to the reader, and use your limited sentences wisely to convey it. Take down a few notes to help outline your thoughts in an organized manner.
2. Keep it brief. A summary is not a rewrite—it's a short summation of the original piece. A summary paragraph is usually around five to eight sentences. Keep it short and to the point. Eliminate redundancies or repetitive text to keep your paragraph clear and concise.
3. Write without judgment. If you are summarizing an original text or piece of media, you are gathering and condensing its most relevant information, not writing a review. Write your summary in your own words, and avoid adding your opinion.
4. Make sure it flows. Transitions are incredibly helpful when it comes to building momentum in your writing. Connect your sentences with transition words, making sure they flow together and convey your summary clearly.

Unit-IV

Units objectives:

- Identify the stages involved in writing report.
- Explain the importance of CV.
- Explain the importance of e-mails skills.
- Discuss the concept of Phamplet writing and slogan writing.

What is a report?

A report is a written account of something that one has observed, heard, done, or investigated. It is a systematic and well organised presentation of facts and findings of an event that has already taken place somewhere. Reports are used as a form of written assessment to find out what you have learned from your reading, research or experience and to give you experience of an important skill that is widely used in the work place.

Generally, two types of reports are asked in the exam, namely, newspaper report or a magazine report. Newspaper report is the one which is published in a newspaper and magazine report is generally written for a school magazine.

A well written report will must possess the following traits:

- adherence to the specifications of report brief;
- analysis of relevant information;
- structuring material in a logical and coherent order;
- presentation in a consistent manner according to the instructions of the report brief;
- making appropriate conclusions that are supported by the evidence and analysis of the report;

What does editing mean?

It is a stage of the writing process where an editor strives to make the draft flawless. The services provided by these editors may be varied and can include proofreading, revising, paraphrasing. One's task is to check the text and correct errors, make your words clearer, and complete sentences more informative. The editing process may include different strategies, such as adding, deleting, and rearranging elements. It is important to get rid of smashwords to make the document more professional and valuable.

Any writer is an artist. Creating the content, the author thinks of the idea one has in the head. Depending on your assignment, you may explain something, prove your arguments, provide a book review, etc. You think with concepts, and you want to show your potential readers something important. To change their mindset, to inspire them.

And there is a difference between the author and the editor. While the first one thinks about creativity, the job of the second one is pretty mechanical. Most students don't like the essay editing process since

tinkering with mistakes is boring. You may find it useless as well. Who would think about mistakes when you suggest ideas that matter? Your professor will, and your readers as well.

Why Is Editing So Important?

You should understand that though the content is essential, the shape has its meaning as well. If you write with mistakes, you question your letter. Why should people who read your paper trust you? They think that if you were not responsible enough to proofread the text before publishing it, you might not be so good when researching or developing arguments as well.

Editing is not about mistakes only. Working on the paper for a long time, you may not realize that you're not convincing enough, or the evidence you provide is pretty weak. The editor's task is to find the strength of your paper and develop it to become powerful.

Editing Guidelines to Follow

- You should understand the editing process to realize its importance.
- You should know about the main types:
- The ongoing edit means that you write your material and clarify sentences as soon as you note that something goes wrong.
- The draft edit requires the finished paper to look it through and correct mistakes.
- The editing writing process is challenging. Especially when it goes about a particular style; for example, if you're preparing an article for a journal or newspaper, the publisher may have some instructions for the publication. And you can't avoid them. The same thing is to various scholarly projects. When you're a regular student, without a keen eye, it is almost impossible to produce substantive content and edit it simultaneously.

What is a Curriculum Vitae?

A curriculum vitae, often abbreviated as CV, is a document that job applicants use to showcase their academic and professional accomplishments. It is used to apply for positions within areas where a person's specific knowledge or expertise is required. A curriculum vitae is usually longer than a resume and must include the information that the recruiter needs to verify the skills, experience, and educational qualifications of an applicant. In many countries, a CV is usually the first document that a prospective employer looks at when screening candidates for job interviews, scholarship programs, grant applications, or bursaries. When sending a curriculum vitae and other application documents to the employer, some applicants may choose to send physical copies of the document through registered mail, or electronically through email, depending on what the prospective employer indicated on the job advertisement.

What to Include in Your CV

The information included in the CV may vary from one applicant to another, since some applicants may choose to include only the information that is relevant to the job they are applying for. The following are the typical components of a curriculum vitae:

1. Personal information

At the top of the curriculum vitae, write your full name and contact information such as phone number,

email address, registered mail address, etc. Below the contact information, include information that describes who you are.

Typical personal information may include gender, date of birth, government-issued identification number, marital status, and nationality. You may choose to include the personal details if they are relevant to the job you are applying for, or if your employer previously requested that information.

2. Education

Education information includes a list of the education programs you pursued and the years and name of the institution you attended. Ideally, you should include information on college, graduate school, and post-graduate schools you attended, the courses you pursued, and the year when you graduated from the program.

Some employers may also require you to indicate the grades/awards you obtained at various education levels. Employers use the education information to determine if your professional qualifications match the job requirements of the position you are applying for.

3. Work experience

The work experience section requires you to list your recent work experience that is relevant to the position you are applying for. For each position you've previously held, indicate the name of the employer (company), your specific roles, and the duration of the employment.

Also, make sure to give a summary of the duties you performed at each company and any accomplishments/awards given by the employer. List the relevant work experience starting from the most recent positions you held.

4. Honors and awards

If you've been given any awards either at the academic level or during your previous employment, list them here. The awards may include dean awards, honorary degrees, presidential awards, professional certifications or awards, or awards given by an employer for excellence.

5. Skills

If you possess certain skills and you have not mentioned them in the other sections in the curriculum vitae, list them here. The skills may include language skills, computer skills, driving skills, advanced software skills, etc. They should be relevant to the job you are applying for.

6. Publications and presentations

If you've published academic or conference papers, you should list them in this section. You should include papers that you have solely written, those co-authored with other people, as well as those you have contributed to. Remember to indicate the name of the papers, year of publication, and names of co-authors, if applicable.

Also, include papers that have been presented during conferences and associations, and indicate the name of the paper, the name of the conference, and the date when the paper was presented. This section is included when applying for an academic position.

7. Membership in professional bodies

The prospective employer may require the applicants to be members of specific professional bodies. This section mostly applies to select positions such as accountants, engineers, surveyors, IT professionals, etc. List all the professional bodies and associations that you belong to and the status of your membership.

How to Format a Curriculum Vitae

The following are some of the rules that you should follow when formatting your curriculum vitae:

1. Length

The CV should not be too long and not too short. The length of the CV depends on the education and working experience you have amassed over the years. For entry-level positions, the CV length can be one to two pages, while the length can go up to 10 pages for positions that require higher qualifications and more experienced personnel.

2. Font size

When writing a curriculum vitae, use a font that is easy to read and apply it to the whole document. The recommended font styles include Arial, Calibri, Cambria and Times New Roman. The font size should be between 10 to 12 points. The headings should be boldened to distinguish them from the other information and make the CV organized.

3. Proper grammar and spelling

Sending a CV that has spelling, tense, or grammar errors would only serve to spoil your chances of getting shortlisted for an interview. Before sending the CV to your prospective employer, make sure to check it several times to correct any errors. Alternatively, ask a friend to review the CV for any errors.

What is email?

Electronic mail, commonly shortened to “email,” is a communication method that uses electronic devices to deliver messages across computer networks. "Email" refers to both the delivery system and individual messages that are sent and received.

Email has existed in some form since the 1970s, when programmer Ray Tomlinson created a way to transmit messages between computer systems on the Advanced Research Projects Agency Network (ARPANET). Modern forms of email became available for widespread public use with the development of email client software (e.g. Outlook) and web browsers, the latter of which enables users to send and receive messages over the Internet using web-based email clients (e.g. Gmail).

Today, email is one of the most popular methods of digital communication. Its prevalence and security vulnerabilities also make it an appealing vehicle for cyber attacks like phishing, domain spoofing, and business email compromise (BEC).

How does email work?

Email messages are sent from software programs and web browsers, collectively referred to as email ‘clients.’ Individual messages are routed through multiple servers before they reach the recipient’s email server, similar to the way a traditional letter might travel through several post offices before it reaches its recipient’s mailbox.

Once an email message has been sent, it follows several steps to its final destination:

The sender's mail server, also called a Mail Transfer Agent (MTA), initiates a Simple Mail Transfer Protocol (SMTP) connection.

The SMTP checks the email envelope data — the text that tells the server where to send a message — for the recipient's email address, then uses the Domain Name System (DNS) to translate the domain name into an IP address.

The SMTP looks for a mail exchange (MX) server associated with the recipient's domain name. If one exists, the email is forwarded to the recipient's mail server.

The email is stored on the recipient's mail server and may be accessed via the Post Office Protocol (POP)* or Internet Message Access Protocol (IMAP). These two protocols function slightly differently: POP downloads the email to the recipient's device and deletes it from the mail server, while IMAP stores the email within the email client, allowing the recipient to access it from any connected device.

Pamphlet

pamphlet, brief booklet; in the UNESCO definition, it is an unbound publication that is not a periodical and contains no fewer than 5 and no more than 48 pages, exclusive of any cover.

After the invention of printing, short unbound or loosely bound booklets were called pamphlets. Since polemical and propagandist works on topical subjects were circulated in this form, the word came to be used to describe them. Librarians and bibliographers generally classify as a pamphlet any short work, unbound or bound in paper covers. Although the word tract is almost synonymous, it generally describes religious publications.

Pamphlets were among the first printed materials, and they were widely used in England, France, and Germany. The first great age of pamphleteering was inspired by the religious controversies of the early 16th century. In France so many pamphlets were issued in support of the Reformed religion that edicts prohibiting them were promulgated in 1523, 1553, and 1566. In Germany the pamphlet was first used by the leaders of the Protestant Reformation to inflame popular opinion against the pope and the Roman Catholic church. Martin Luther was one of the earliest and most effective pamphleteers. The coarseness and violence of the pamphlets on both sides and the public disorder attributed to their distribution led to their prohibition by imperial edict in 1589.

The pamphlet was popular in the Elizabethan age, being used not only for religious controversy but also by men such as Thomas Dekker, Thomas Nashe, and Robert Greene for romantic fiction, autobiography, scurrilous personal abuse, and social and literary criticism.

In France didactic and abusive religious pamphleteering gave way to a more flippant and lively writing that satirized the morals of the court and the chief ministers. The pamphlets of Blaise Pascal, known as *Les Provinciales*, raised the form to the level of literature. In England pamphlets gained increasing propagandist influence during the political and religious controversies of the 17th century. They played an important role in the debates between Puritan and Anglican, and king and Parliament in the years before, during, and after the English Civil Wars. At the time of the Restoration in England in 1660, the flow of pamphlets was checked, their range restricted to some extent by newspapers and periodicals. During the Glorious Revolution (1688–89), however, pamphlets increased in importance as political weapons. The development of party politics gave employment to pamphleteers, including writers such

as Joseph Addison, Richard Steele, Matthew Prior, Francis Atterbury, and Jonathan Swift.

1. Define the Purpose and Target Audience of Your Pamphlet

If you study in school or college, the pamphlets you are likely to write are of two general types:

Given as tasks by your professors and teachers and aimed to deal with a hypothetical situation, e.g., “Write a custom pamphlet about university education aimed at high school students”. You have to write them to learn how to work with this format and express your ideas in a way compatible with your audience;

Those that you write as a part of some project. For example, you can make some pamphlets to inform other students about the activities of the club you are a member of or attract their attention to a certain issue.

In the former case, the purpose and target audience is pre-defined. In the latter, you have to define them on your own, and often have to be persuasive, not just informative. In order to better understand how to write and what points to make, it may be useful to design an audience persona (or personas) – i.e., create an image of a typical representative of your target audience, complete with their name, age, job, main concerns and so on.

2. Do Your Research

The research you have to do is twofold and should cover:

The topic you are writing about;

Your target audience.

This means that you have to be sure not just that all the information you present is correct and verifiable, but also that both the contents of the pamphlet and the way you present them are relevant for the target audience.

For example, if you are writing a pamphlet about the dangers of fad diets aimed at teenage girls, you should find out:

Which diets have been the most popular among this demographic over the last few years;

What are the proven risks of excessive and unmonitored dieting;

Whether facts support the claims behind the efficiency of popular diets;

And so on.

Think about what your audience will be most interested in and what is most likely to sway their opinions, and focus on it. Providing docs that contain information from reliable sources is a good bonus.

3. Focus on Comprehension

The main purpose of this kind of paper is to teach the reader something. He/she should finish reading the pamphlet knowing more about the subject than he/she did before. Each good pamphlet maker has his/her own creative ways of getting the message through. However, you can apply some methods purely mechanically:

Use short words and sentences. Your goal is to make your text easily understandable, not beautiful. Look for shorter and simpler synonyms of polysyllabic words. Remove unnecessary words and clauses from your sentences. A good rule of thumb is to aim for sentences about 17 words long (or shorter) and

mostly use words that are one or two syllables long;

Use an active voice. Passive voice makes your text awkward and hard to read;

Use a positive voice. This means that you should avoid using negatives in your writing, especially if you try to persuade your readers to do something. For example, if you write a pamphlet about the importance of conserving water, write “You should use water responsibly” instead of “You shouldn’t waste water”;

Keep the reading level of the pamphlet consistent with your audience. The standard practice here is to use the Flesch-Kincaid Grade Level, which is based on the average number of syllables per word and words per sentence. The standard level is 7-8 (understandable for 75 percent of the population). You can calculate it using a free online tool like this one.

However, remember that these are just guidelines, not rules. Don’t apply them indiscriminately, without taking into account the specifics of your situation. For example, sometimes the passive voice is the best way to express an idea and trying to rephrase it will look less natural than the original sentence (e.g., “Rules are made to be broken”). The same goes for sentence length – you shouldn’t try to bring all the sentences to the lowest common denominator, it will make your writing unnatural and dull. It is better to vary the sentence length: keep them short in general but allowing an odd longer one to appear.

4. Decide on a Layout

There are three typical pamphlet layouts:

Single-page – may be one- or double-sided. Choose this if you can express your information concisely;

Trifold – the most popular, six-sided type. Make sure the most important part of your argument ends up on the cover;

Small booklet – a longer, more in-depth variant. Choose it if you have a lot to say.

5. Sketch Out Your Pamphlet

Before you begin to write the text, you should have a clear idea of the layout of your pamphlet: what goes where, how much you can afford to write about each point, what the size of every picture should be and so on. Think about how your pamphlet will look when printed to avoid unpleasant surprises later on. Usually, pamphlets have 6 sides, and each of them should provide a self-contained piece of information, so make sure you can divide your points into more or less equal parts.

6. Choose a Tool to Work with

While it is possible to create a printable pamphlet design using nothing but the standard features of your normal word processor, you can save yourself a lot of work by using specialized tools. This way you will be able to create a pdf (or a file in another format) with individual pages that you will be able to easily fold and put together by hand. Good pamphlet-making tools have ready-made templates – you won’t have to spend hours arranging the layout of every page and paragraph, and you can easily move individual panels around.

You can find a list of some easy-to-use tools [here](#).

7. Improve the Retention Level

To understand the text is just a first step. Your audience should retain the knowledge they’ve received from it, and it is your job to make it memorable. This is where your software choice will play a huge

role. Remember, you are not just writing a text – you are designing a document with handmade layout, and its visual aspects are just as important for taking your message across as the words you use. Therefore, many retention-boosting techniques are based on this:

Use titles that stand out from the rest of the text and word them in a way that is impossible to misunderstand;

Put the key points ahead of the main body of the text to let them sink in, then repeat them across the document;

Accentuate the most important points visually: using cursive, bold or underlining, different colors or even different fonts;

Use questions in headings to make it clearer which issue is resolved where;

Use a font of sufficient size (at least 12 pt), 1½ spacing and spread out your paragraphs – this will make the text more readable. If you find that the text doesn't fit your chosen layout here or there, cut some parts of it and don't try to cram it all in at the price of readability (i.e., by making the font smaller).

8. Use Images

Images are excellent for making your pamphlet more expressive and breaking the monotony of plain text. However, when using them you have to follow certain guidelines:

Make sure they are both relevant to the topic and appropriate for the target audience. E.g., the bright and cartoonish style will most likely be out of place in a pamphlet on the importance of cancer exam;

Avoid generic images (e.g., clip art). They are easy to find but make your pamphlet look cheap and lazy. You are better off forgoing images altogether than using this kind of visual elements;

Check if you have a license to use the images you choose;

Keep the style of your images consistent. If you use color and black-and-white photos, pencil drawings, 3D imagery and full-color pictures in one pamphlet, they will look mismatched and distract the reader.

9. Print a Sample Copy First

Pamphlet layout may be confusing to get if you view it in your designer tool. In reality, it may turn out to look quite different from what you've envisioned. Images may turn out to be grainy, fonts sometimes look weird in print, or the entire thing may just not work as a coherent whole. So print a sample copy and read it as if you were completely new to it. Ask somebody else to evaluate your work.

10. Keep It Coherent

With pamphlet's content divided between pages, it is very easy to overdo their self-sufficiency and end up with the text that jumps erratically between subjects, with individual parts doing nothing to support each other. Reread the entire thing critically, preferably a few days after you finish the work.

No matter what discipline you study, pamphlet writing probably isn't among the primary skills you've been taught. It is only natural to feel baffled and overwhelmed when you get such a task without sufficient preparation. And while theoretical advice we give here can help you make the first steps towards writing your own pamphlet, you can further improve your chances by buying a high-quality sample of such an assignment from our service. You can freely choose and modify the topic and all other characteristics of the task you order – our writers will carefully study your requirements and prepare a

paper strictly according to it. Students who write a pamphlet for the first time usually report that the thing they lack the most is some kind of template. They don't have a good example to model their own writing after, and theoretical descriptions in textbooks and online manuals can only take you so far. Our service fills this gap – samples written by our authors are prepared according to all the rules associated with pamphlet writing and design. In addition to that, we have our own quality standard we've labeled as GRADE:

G for Growth – study our samples and improve your writing skills in the long term;

R for Reliability – don't worry about your sample not being ready on time;

A for Authenticity – we write every sample specifically for the person who orders it and never resell them;

D for Diversity – if you are after something different than pamphlets, we still can help you;

E for Excellency – every pamphlet sample we write is a result of meticulous research and careful work.

What Is a Slogan?

A slogan is a simple and memorable catchphrase that draws an audience to a particular brand or product. An effective slogan is a key component of successful marketing along with your logo and brand name. Taglines and slogans are often confused with one other, but slogans are tied to specific products or campaigns while taglines are permanent phrases that communicate your company's mission. It may take a lot of brainstorming to land on the right slogan for a particular product, but coming up with a creative, memorable, and simple phrase can help you stick out in peoples' minds.

6 Types of Slogans

There are many types of slogans to accomplish a series of different goals for your company's products. Here is an overview of the six types of slogans:

1. Advertising slogans: An advertising slogan is a motto that promotes a specific product, service, or program to your audience. It may change as your products change, or it may change with different advertising campaigns.
2. Business slogans: A business slogan is a catchy phrase that speaks to your company's overall brand or services.
3. Creative slogans: Creative slogans are crafted to help your brand stand out against the competition. A creative slogan should be unique and specific to your brand, but still easy enough to understand so that your audience gets the message immediately.
4. Descriptive slogans: A descriptive slogan describes what your business does or what it can offer to potential customers in a memorable phrase.
5. Emotive slogans: Emotive slogans leverage your product or service as a way to give your audience a particular feeling or fulfill an emotional need—like relaxation, connection, joy, or excitement.
6. Persuasive slogans: A persuasive slogan attempts to convince your customers that your brand or products can help them solve a particular problem.

What Makes a Good Slogan?

While there are no concrete rules for creating a catchy slogan, there are a few key traits that your slogan

should have.

1. **Brevity:** Human attention spans are short, and making your slogan brief gives your audience a greater probability at retaining the information.
2. **Clarity:** The best slogans help establish your brand identity or product in a clear and simple way. Think about what you want the audience to know and feel, and communicate that in an uncomplicated way.
3. **Powerful:** Ad campaigns use active language with strong verbs or words of urgency to direct potential consumers to a particular brand. Make sure your language makes your audience want to take action.
4. **Memorable:** A memorable slogan uses a blend of powerful words and a concise message to create a lasting impression in your demographic.

How to Create a Slogan

The perfect slogan to promote brand identity and sales for your company will largely depend on what products or services you provide. A company slogan can be an important part of your brand awareness and marketing strategies, and it's worth it to put careful consideration into crafting the right catchphrase.

1. **Decide what you want to say.** Answer a few basic questions about what you want to accomplish with your slogan. What benefit does your product offer? Why is it superior to others on the market? Who is your target audience, and how does your product fulfill their needs? Consider what you want to communicate about your product or business. Establish exactly how your product or service will fulfill your customer's needs.
2. **Keep it simple.** You might have a lot you want to say about your business, but it's best to keep your message clear and concise. If you sell hair products, your slogan might want to focus on how beautiful hair can make people feel happier, or why your product is worth the value of their time and money.
3. **Establish your company's voice.** Think about your brand's voice when you're crafting your slogan. Is it humorous? Is it emotional? Is it abstract? Adhere to a specific tone that will help your branding stay consistent and speak effectively to your target audience.
4. **Brainstorm your slogan.** Once you establish what you want to say and how you want to say it, start brainstorming your slogans. Write down all your slogan ideas, even the ones that you think are bad. Think about the first impression your business name makes and build on that, considering slogans that can enhance or boost the existing message of your business. If you get stuck, turn to an online slogan maker or slogan generator. These templates can be a springboard for even better ideas.

Unit- V Creative Writing

Unit objectives:

- **Understand the essentials of creative writing,**
- **Analysis the style of various creative writing forms**

- **Evaluate the important tips to develop a good style of writing**

Poems

poetry, literature that evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound, and rhythm.

Poetry is a vast subject, as old as history and older, present wherever religion is present, possibly—under some definitions—the primal and primary form of languages themselves. The present article means only to describe in as general a way as possible certain properties of poetry and of poetic thought regarded as in some sense independent modes of the mind. Naturally, not every tradition nor every local or individual variation can be—or need be—included, but the article illustrates by examples of poetry ranging between nursery rhyme and epic. This article considers the difficulty or impossibility of defining poetry; man's nevertheless familiar acquaintance with it; the differences between poetry and prose; the idea of form in poetry; poetry as a mode of thought; and what little may be said in prose of the spirit of poetry.

11 Rules for Writing Good Poetry

There are no officially sanctioned rules of poetry. However, as with all creative writing, having some degree of structure can help you reign in your ideas and work productively. Here are some guidelines for those looking to take their poetry writing to the next level. Or, if you literally haven't written a single poem since high school, you can think of this as a beginner's guide that will teach you the basics and have you writing poetry in no time.

1. Read a lot of poetry. If you want to write poetry, start by reading poetry. You can do this in a casual way by letting the words of your favorite poems wash over you without necessarily digging for deeper meaning. Or you can delve into analysis. Dissect an allegory in a Robert Frost verse. Ponder the underlying meaning of an Edward Hirsch poem. Retrieving the symbolism in Emily Dickinson's work. Do a line-by-line analysis of a William Shakespeare sonnet. Simply let the individual words of a Walt Whitman elegy flow with emotion.

2. Listen to live poetry recitations. The experience of consuming poetry does not have to be an academic exercise in cataloging poetic devices like alliteration and metonymy. It can be musical—such as when you attend a poetry slam for the first time and hear the snappy consonants of a poem out loud. Many bookstores and coffeehouses have poetry readings, and these can be both fun and instructive for aspiring poets. By listening to the sounds of good poetry, you discover the beauty of its construction—the mix of stressed syllables and unstressed syllables, alliteration and assonance, a well placed internal rhyme, clever line breaks, and more. You'll never think of the artform the same way once you hear good poems read aloud. (And if you ever get the chance to hear your own poem read aloud by someone else, seize the opportunity.)

3. Start small. A short poem like a haiku or a simple rhyming poem might be more attainable than diving into a narrative epic. A simple rhyming poem can be a non-intimidating entryway to poetry writing. Don't mistake quantity for quality; a pristine seven-line free verse poem is more impressive than a sloppy, rambling epic of blank verse iambic pentameter, even though it probably took far less time to

compose.

4. Don't obsess over your first line. If you don't feel you have exactly the right words to open your poem, don't give up there. Keep writing and come back to the first line when you're ready. The opening line is just one component of an overall piece of art. Don't give it more outsized importance than it needs (which is a common mistake among first time poets).

5. Embrace tools. If a thesaurus or a rhyming dictionary will help you complete a poem, use it. You'd be surprised how many professional writers also make use of these tools. Just be sure you understand the true meaning of the words you insert into your poem. Some synonyms listed in a thesaurus will deviate from the meaning you wish to convey.

6. Enhance the poetic form with literary devices. Like any form of writing, poetry is enhanced by literary devices. Develop your poetry writing skills by inserting metaphor, allegory, synecdoche, metonymy, imagery, and other literary devices into your poems. This can be relatively easy in an unrhymed form like free verse and more challenging in poetic forms that have strict rules about meter and rhyme scheme.

7. Try telling a story with your poem. Many of the ideas you might express in a novel, a short story, or an essay can come out in a poem. A narrative poem like "The Waste Land" by T.S. Eliot can be as long as a novella. "The Raven" by Edgar Allan Poe expresses just as much dread and menace as some horror movies. As with all forms of English language writing, communication is the name of the game in poetry, so if you want to tell short stories in your poems, embrace that instinct.

8. Express big ideas. A lyric poem like "Banish Air from Air" by Emily Dickinson can express some of the same philosophical and political concepts you might articulate in an essay. Because good poetry is about precision of language, you can express a whole philosophy in very few words if you choose them carefully. Even seemingly light poetic forms like nursery rhymes or a silly rhyming limerick can communicate big, bold ideas. You just have to choose the right words.

9. Paint with words. When a poet paints with words, they use word choice to figuratively "paint" concrete images in a reader's mind. In the field of visual art, painting pictures of course refers to the act of representing people, objects, and scenery for viewers to behold with their own eyes. In creative writing, painting pictures also refers to producing a vivid picture of people, objects, and scenes, but the artist's medium is the written word.

10. Familiarize yourself with myriad forms of poetry. Each different form of poetry has its own requirements—rhyme scheme, number of lines, meter, subject matter, and more—that make them unique from other types of poems. Think of these structures as the poetic equivalent of the grammar rules that govern prose writing. Whether you're writing a villanelle (a nineteen-line poem consisting of five tercets and a quatrain, with a highly specified internal rhyme scheme) or free verse poetry (which has no rules regarding length, meter, or rhyme scheme), it's important to thrive within the boundaries of the type of poetry you've chosen. Even if you eventually compose all your work as one particular type of poem, versatility is still a valuable skill.

11. Connect with other poets. Poets connect with one another via poetry readings and perhaps poetry

writing classes. Poets in an artistic community often read each other's work, recite their own poems aloud, and provide feedback on first drafts. Good poetry can take many forms, and through a community, you may encounter different forms that vary from the type of poem you typically write—but are just as artistically inspiring. Seek out a poetry group where you can hear different types of poetry, discuss the artform, jot down new ideas, and learn from the work of your peers. A supportive community can help you brainstorm ideas, influence your state of mind as an artist, and share poetry exercises that may have helped other members of the group produce great poetry.

What Is Playwriting?

Playwriting is the art of crafting a dramatized narrative for a theater production. Much like a screenwriter drafts screenplays for television and film, playwrights compose playscripts for characters to perform live on stage in front of an audience. Whether the artist chooses to write a full-length play or a powerfully concise one-act piece, this type of dramatic writing affords a great degree of creative freedom.

How to Write a Play

Whether your goal is to take your creative writing skills to Broadway or put on a performance for friends and family, you can use the following steps to pen your masterpiece:

1. Determine your story. Brainstorm a few ideas that translate to the stage. Consider the message of your play, and invent a central conflict that underscores what you want to say. Everything in your narrative will happen live on stage, so keep production elements like space and special effects in mind. If you have a complex or surreal concept, think of a creative way to represent it physically. Read other plays by famous dramatists, such as Shakespeare, Henrik Ibsen, Samuel Beckett, David Mamet, Arthur Miller, and Tennessee Williams, to draw inspiration, set the pacing, or even help determine the scope of your own world.
2. Determine the main character. Stage plays are largely character-driven stories. Believable fictional characters are unique, relatable, and three-dimensional. A character's motivations inform their actions and decisions, creating the narrative arc in the story. Identify the protagonist (the main character) and their goals, traits, and backstory. Craft a compelling antagonist to bring conflict to the main character or supporting characters. Avoid tropes or clichés when crafting your main characters, which can turn an audience off. Turn to classic archetypes to invent characters who will bring the best (and worst) out of one another.
3. Outline your idea. Begin outlining your play by separating it into acts. Common structures include the one-act play (which is very short), the three-act play, or the five-act play. Write down the beginning, middle, and end of your play, including major story beats and plot points surrounding your main conflict. Separate your plot points into their respective acts, following a pattern of rising action (leading up to the climax) and falling action (leading up to the resolution). Keep your act breaks compelling to maintain the audience's interest. Include a subplot or two that helps to develop your characters.
4. Input stage directions. Consider stage movement when drafting your playscript. Include stage directions (such as entering and exiting the stage) and any physical actions necessary to the storyline or

character development. Actors need the freedom to embody the character in their own way, so don't get overly specific with movement description. Note important elements about set design, lighting, or props. Leave time between scenes for technical elements such as scene changes or costume changes. If your play is longer than one act, include an intermission so that your audience members have a break to stretch their legs and refresh their minds.

5. Write your acts. Once you break out your narrative arc, flesh out the body and action of the play. Write the play out of order if it helps with your creative flow. Some writers start writing the climax or end of the play before the first act to help them avoid overwriting and to ensure that the story stays on track. Each act should contain its own arc within the larger narrative, always highlighting the play's theme and message. Break long scenes of dialogue up with action, tension, or surprise.

6. Use proper formatting. Like writing for the screen, scriptwriting for the stage follows specific formatting conventions. Format your play correctly to ensure it is easy to read and looks professional. Most playscripts center and capitalize the character names on the page; indent and italicize stage directions; and center act and scene headings in all capitals. When in doubt, use script-writing software, which will automatically format your playscript and remove any guesswork.

7. Reread and revise. After completing your first draft, read through the entire play from beginning to end. Jot down any notes for yourself in the margins, then reread the script with these insights in mind. Check for inconsistencies (such as continuity or timeline issues), plot holes, or weak character dialogue. Ensure that the characters' actions and behaviors align with their motivation, and tweak as necessary.

8. Proofread and edit again. Using the notes from your draft, take a second pass at your script. Fine-tune the dialogue and the action. Commission family and friends to read the script and provide honest feedback.

9. Do a table read. Ask some willing participants to volunteer for a table read, which is an organized script reading in which actors and producers read out the dialogue, stage directions, and scene headings of your play. The table read will highlight elements of your play that you might need to tweak. Pay attention to each line of dialogue and how the action flows. Apply the learnings from the table read to the final draft of your script.

Types_of_drama:

There are four main forms of drama. They are comedy, tragedy, tragicomedy and melodrama. All these types have the common characteristics of drama genre; they are, plot, characters, conflict, music and dialogue.

Comedy:

Comedy is a type of drama that aims to make the audience laugh. Its tone is light and it mostly has a happy ending. Such tradition came from the Ancient Greek theatre, where comedy first emerged as a form of drama. Comedy could be further divided into subcategories, for example, dramatic irony, farce, sarcasm, black comedy, etc. Each type of comedy has its own audience. Interestingly, such preferences may also depend on the cultural background of people.

Tragedy

Murders, deaths, insanity, and pain are among the most common ideas in tragedies. Main characters usually have some kind of weakness or defect that causes their downfall.

Tragedy first appeared in the theatre of Ancient Greece. Like comedy, it lived through Roman Empire, Medieval times, Renaissance and other eras. Aristotle believed that the main characteristic of tragedy was the change of fortunes of the main character because of his flaws. The philosopher also believed that such drama has to implant a feeling of fear and pity in the audience.

As drama evolved, more modern script writers thought that depicting the downfall of a common person will cause the viewer to feel greater emotions as it will relate more to a character of their own social status.

Tragicomedy:

Tragicomedy is a special kind of drama that combines the features of tragedy and comedy. It means that such play may be sad but will have a happy ending, or it may be serious with some elements of humor emerging throughout the whole play.

Unlike comedy and tragedy, tragicomedy emerged a bit later, in the times of Roman Empire. Roman dramatist Plautus was the first to write a tragicomedy and to use the term. In his play *Amphitryon*, he used the lightheartedness of comedy but chose gods and kings as the main characters. This was quite revolutionary of him.

Before Plautus, there were strict rules about writing drama, it was either comedy or tragedy. These genres were never mixed together. Plautus was the first to note that in our daily lives we have features of both tragedy and comedy. Therefore, drama also can combine them both.

Melodrama:

Melodrama is the last one of the four types of drama. It is a kind of drama in which everything is hyperbolized. Usually, themes depicted in melodramas are simple and without any unpredictable plot twists. There are quite a lot of stereotypes in such dramas. However, the main point of a melodrama is not to tell a story but to awaken feelings in the audience. They are mostly love stories with beautiful heroines, charming heroes and scary villains.

Melodrama originated much later than comedy, tragedy, and tragicomedy. It first appeared in France at the end of the 18th century. Later, it reached Britain and became one of the most popular types of drama in the 19th century.

Particularly, the 19th century was the period when theatre was the most popular kind of entertainment and was visited by vast number of people. This is due to the fact that in those times, theatres became available for common people. As melodrama was aimed at this layer of society in particular, it became immensely popular. The influence of melodrama on society was so great that it lived to our days and even penetrated other areas of literature and entertainment.




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