

Block**3****Developing Different Types of
Compositions**

BLOCK INTRODUCTION	02
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UNIT 9	
EXPOSITORY WRITING	03

UNIT 10	
NARRATIVE WRITING	21

UNIT 11	
ARGUMENTATIVE WRITING	38

UNIT 12	
PERSUASIVE WRITING	64

BLOCK INTRODUCTION

In this block (**Block 3 ‘Developing Different Types of Compositions’**), we discuss different types of writing that you may encounter as students. The typical features of each type are discussed and we also bring in strategies and exercises that will help you to effectively attempt these forms of writing yourself.

Unit 9: **‘Expository Writing’** discusses the features and structure of expository writing and provides guidelines on how to write an expository essay.

Unit 10: **‘Narrative Writing’** aims at helping you to develop an understanding of the features and structure of narrative writing. The unit provides hints on how you can become a more reflective writer and the techniques you could adopt to make your narrative more interesting.

Unit 11: **‘Argumentative Writing’** focuses on the key components of an argument. It teaches how you can read an argumentative text critically and identify the main arguments, evidence and reasons and also write argumentatively.

Unit 12: **‘Persuasive Writing’** helps you to identify features of a persuasive text and discusses various persuasion techniques. The unit provides guidelines for designing a persuasive write-up and includes several practical persuasive writing exercises.

ACKNOWLEDGEMENT

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UNIT 9: EXPOSITORY WRITING

Structure

- 9.0 Objectives
- 9.1 Warm-Up
- 9.2 Reading: Understanding What Expository Writing Is
- 9.3 Listening
- 9.4 Vocabulary
- 9.5 Speaking
- 9.6 Writing
- 9.7 Language focus: Changing the Order of Sentences
- 9.8 Grammar
- 9.9 Let Us Sum Up
- 9.10 Answers

9.0 OBJECTIVES

The primary objective of the Unit is to help the students understand the “how”, “when” and “where” of distinct types of writing, especially expository writing.

In this Unit you will learn

- What is expository writing?
- What are the features of expository writing?
- Develop an understanding of the structure of expository writing
- Learn the use of transition markers typically used in expository writing
- Learn how to write an expository essay
- Transfer information from graphic to prose
- Promote active listening and thinking

9.1 WARM-UP

Activity 1

Take a look at these pictures. Make three possible sentences based on what you see in these pictures.

- i.
.....



.....



ii.
.....
.....

iii.
.....
.....



Activity 2

Answer as *Yes* (Y), *No* (N) and *Sometimes* (S), respectively for questions 1 to 5:

1. Do you enjoy writing?
2. Do you find yourself generating words freely on a topic that interests you?
3. Do you use a dictionary to look up difficult words?
4. Do you make an outline to organize your ideas before writing?
5. Do you feel stuck on a topic that does not interest you?

6. Why do you write? Give two reasons.

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9.2 READING: UNDERSTANDING WHAT EXPOSITORY WRITING IS

You typically come across five types of texts. These are usually **expository**, **narrative**, **descriptive**, **argumentative** and **persuasive**. In this unit, you will study **expository writing**.

Expository writing is the most frequently used type of writing style. It is used to define, explain, inform and instruct the reader about a specific subject. It is **direct and factual**. It does not use descriptive language nor does it express the author's opinion on the subject. The extent of detailing often depends upon the purpose and the reader.

Expository writing often contains any or all of the following:

- Definition
- Examples
- Analogy
- Classification
- Clarification
- Comparison and contrast
- Cause and effect

Generally, expository writing starts by naming an object, place, concept or process. If the term is not in common use, then it is defined. The definition will contain the term, the class to which it belongs, its distinctive feature(s) and function(s). If necessary, there are examples that follow the definition.

Every expository passage need not have classification. Classification becomes necessary when there are sub-types. The sub-types are usually compared and contrasted. When a process is being explained, analogy or analysis may become necessary. For example, *the human heart is about the same size as the fist. The Indian railways can be compared to a complex network of arteries and veins.*

Check your progress 1

- 1 Say whether the following sentences are *True* (T) or *False* (F):
 1. Writing comes with a sense of purpose.
 2. Analogy may become necessary when a process is to be explained.
 3. Descriptive writing is the most frequently used type of writing style.
 4. Expository writing is direct and based on facts.
- 2 Fill in the blanks with the terms given above. The first one has been done for you.
 1. When we try to describe an object by referring to another similar thing we are using analogy.
 2. _____ and _____ show how two or more things are alike and/or different.
 3. When an event causes another event to take place, the _____ is why it happens and the _____ is what resulted due to it.
 4. We use the word _____ to make an idea clear and a concept easy to understand.
3. Given below are sentences. Using the terms in the box, identify the type of sentence each is:

Definition
Cause and effect

Classification
Analogy

Compare and contrast
Clarification

1.	Though both belong to the dog family, unlike dogs, coyotes have a more pointed muzzle and a bushy tail.	
2.	Bipolar disorder is a mental disorder that causes shifts in moods and affects the ability to function. It oscillates between periods of extreme sadness and happiness. Depending on the severity, there are two subtypes of bipolar disorder: bipolar I and bipolar II.	
3.	The laboratory has been closed for students due to suspicious gas leakage.	
4.	Newton's law of gravitation states that any two bodies attract each other with a force which is directly proportional to the product of their masses and inversely proportional to the square of the distance between them.	

4 Now, write similar examples of each of the types of sentences used above. You may use newspapers and textbooks to find examples.

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As each of the above examples illustrate, expository writing surrounds you in your daily life: when you read a newspaper or a magazine article that informs and explains about a particular subject. In schools and colleges, the students read textbooks, write research papers and bibliographies for assessment. Then, at the workplace, people are asked to write memos and reports about the business deals, transactions and other occurrences in their organization. All these are examples of expository writing.

9.3 LISTENING

The listening text we have given below, is an example of an expository text as well which primarily tells you the difference between a classroom and practical life. Most of the lectures that you listen in your classrooms have large elements of exposition in them.

Listening text (Ask a friend to read out aloud to you and answer the questions)

Host: There is a wide gap between academia and industry demands-if yes, how do we really go about bridging it?

Speaker: Definitely, there is a gap between what is taught in classrooms vis-à-vis what we see in practical life - whether in office or at the floor of the factory. The difference is when a person

goes from classroom to office desks; s/he sees the practical problems over there. The implementation of management techniques which s/he has learnt in classrooms is not easy in practical life. It is not a classroom type of situation. So, we ask the new entrants to do three things: first, to be practical. You need to have practical training before you come to practical life. Second, you need to have a lively atmosphere in classrooms where your questions are answered by your teachers - this is missing and can be given by the institute where you are studying. Third, most importantly, in classrooms, you are not supposed to repay somebody, while on the job, you have to always remember that you have to repay the company where you are working - the time you are consuming! Your time is paid by someone - this is missing and not taught in the institutes - you may be getting a salary of 100,000 or 200,000 rupees in a month - but at the end of the day, you have to deliver to your company - the workplace!

Check your progress 2

Read these questions before listening to the passage. Make notes while you listen. You may listen 2-3 times if needed.

1. What is the question raised by the host?

.....

2. What is the response of the guest to the host's question?

.....

3. What happens when the student moves from the setting of the classroom to the office desk?

.....

4. List the three things that the guest asks the students to do.

.....

5. Why does the guest emphasize the importance of 'time' at the workplace?

.....

9.4 VOCABULARY

It is important to use transition words effectively. Transition words are words or phrases that connect sentences in a text. They bring out how ideas are organized, thereby, enabling the readers to understand the text efficiently. Different transition words serve different purposes. Some of the common ones are listed below. In any kind of expository writing that you do, using these particular transition phrases is especially important.

General use	Transition markers
To show progression from one main point to another	First, second, third, next, finally, first of all, to begin/start with
To emphasize	Definitely, obviously, without a doubt
To give example	For example, for instance, to give an example
To add	Also, in addition, moreover, furthermore
To conclude	All in all, on the whole, to summarize, to conclude, in conclusion
To show time	Meanwhile, subsequently, afterwards
Direction	Here, there, beyond, opposite, to the left, to the right
To compare	In the same way, both, each of, like, similarly
To contrast	Although, whereas, but, instead, on the other hand, in contrast, unlike, however, nevertheless
Cause and Effect	Because, as a result, therefore, consequently

Check your progress 3

- 1 Fill in the blanks with transition words from the table above:
 - i. After four attempts, Prakash _____ got his experiment right.
 - ii. Being a minor, he is _____ depended on his parents.
 - iii. The documentary has many gaps. _____, it is never explained why the main character is afraid of heights.
 - iv. Juhi is not interested in joining her father's business. _____, she wants to be a writer.
 - v. _____ the lobby and the kitchen overlook the park.
 - vi. The metro station was closed for an hour. _____, Saumya reached the college on time.
 - vii. Leela's daughter got soaked in the rain. _____, she became ill.
 - viii. _____, the theatre festival was a great success.

- 2 Make sentences using the words from the box. Each sentence must be about exposition.

To begin with

Although

Subsequently

To conclude

Similarly

However

.....

.....

.....

.....

9.5 SPEAKING

Conversations are free flowing ideas which often start with a topic and grow. One of the ways in which you expand them is by asking more questions. Notice all the dialogues are informative and therefore of an expository nature.

Have a look at the following:

"My cousin came to visit me yesterday."

- Are you happy that she came?
- Is she working?
- Does she come to Delhi often?

"I am from Warangal."

- Where is Warangal?
- What is Warangal famous for?
- Why did you leave Warangal?

You will notice that the grey box contains questions which require "yes" or "no" as answers, whereas the pink box contains *wh*- questions that require answers which need explanation.

Activity 3

Read the dialogues and add a follow up question.

- i Hitesh: What will you do after your exams get over?
Sachin: I'll visit you in Chandigarh.
Hitesh:.....
Sachin:.....
- ii Lata: What happened?
Reena: I can't find my Laboratory Manual.
Lata:.....
Reena:.....
- iii Arti: Are you going to the party?
Tanu: No, I'm not.
Arti:.....
Tanu:.....
- iv Rohan: What do you want for your birthday?
Arjun: A book.
Rohan:.....

Arjun:.....

2 Imagine you are Lisa, a nurse working at a medical centre. Suresh, a patient who has sleep related problems has come for consultation. The doctor is unavailable.

Work with your study partner and complete the dialogue between Lisa and Suresh. You can also act it out with your partner.

Lisa: How did you sleep last night?

Suresh:.....

Lisa: What time do you usually go to bed?

Suresh:.....

Lisa: What keeps you awake at night?

Suresh:.....

Lisa: What do you do to make yourself go to sleep?

Suresh:.....

Lisa:

Suresh: I get morning headaches.

Lisa:.....

Suresh: Yes, I encounter trouble at work because of sleepiness.

Lisa:.....

Suresh: I feel tired all the time. I find it difficult to read a text.

Lisa:.....

Suresh: Then, I usually take coffee to stay awake and alert.

9.6 WRITING

A well-written expository essay will deal with one topic and develop it into subsequent paragraphs. It contains facts and figures from reliable and authentic sources. The focus is on explaining, detailing or presenting a concept or a process. The use of transition words helps the reader to move from one detail to another.

Check your process 4

1. Given below is a natural process that happens in nature. Write the steps that take place. Notice that this piece includes explaining and detailing as well.

Earthworms devour soil. As the soil passes through the worm's guts, it gets naturally processed by the enzymes and micro-organisms present in the guts. The resulting castings, which may

loosely be called ‘digested soil’, are richer in utilizable nutrients, enzymes and microflora. It has been shown that earthworm castings contain up to twice as much available nitrogen, seven times as much available phosphorus, and eleven times as much available potassium as the surrounding soil. Bacterial growth is also greatly stimulated which helps in the creation of soil-supporting humus. Most important, in this process, the excessive acidity or alkalinity of the soil gets reduced and is brought close to the pH of fertile soil. The constant burrowing of earthworms opens up the fertile soil to let it ‘breathe’ air and absorb water much deeper than it otherwise would. In loose soils, the earthworms push their anterior portions in crevices and then bore in slowly, forcing away the obstacles. When confronted with compact and tough soil layers, the earthworm just eat their way through. ‘The worms can borrow very deep into the soil; some species can go to depths which are much beyond the reach of plant roots. From such depths the worms bring up life-sustaining minerals for use of the plant. No wonder then, that introduction of a large number of earthworms into agricultural land has been shown to double the yield of wheat, quadruple the yield of grass and multiply the clover yields ten times.

2. Now, write a paragraph of about 100-120 words of another kind of process—very simple but very necessary in most Indian households---making tea or coffee.

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9.7 LANGUAGE FOCUS: CHANGING THE ORDER OF SENTENCES

Activity 4

1 Rearrange the jumbled-up sentences into meaningful ones.

- i. do not push it back / through the skin, / a bone has broken/ if you feel that
.....
- ii. immediately/ cover the area / with a clean bandage/ and seek doctor’s help
.....
- iii. in case of bleeding / for about 10 minutes/ with a cloth /apply steady pressure
.....
- iv. over the first one/ if blood comes through, / apply another cloth
.....
- v. or wrap the ice /use a clean cloth/ in an ice pack
.....
- vi. directly against the skin/ put the ice pack/ do not
.....

- vii.
elevated/ your/ ankle/ keep
- viii.
get/ medical/ as soon as/ possible/attention
- ix.
the doctor/ will examine/ the ankle/ in detail.
- x.
he/ likely/is/ to do/an X-ray or MRI scan

2 Now, use these sentences to write a short paragraph on how to give first aid to a relative who has had an ankle sprain .

.....

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.....

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.....

9.8 GRAMMAR

Look at the three sentences below:

She was bleeding
profusely.

The accident
happened

The plane flew
higher.

You will notice that the sentences carry adverbs that answer the questions of *how*, *when* and *where* respectively.

Activity 5

Underline the adverbs in the following sentences. Also, write whether they tell *how*, *when* or *where* of the action.

The first one has been done for you.

He <u>neatly</u> painted his chair.	How
My mother usually goes to the store on Sundays.	
The police immediately came to the family's rescue.	
Please speak slowly.	
Please ask them to play hide and seek outside.	
Yesterday, I went to the museum.	

Thus, an adverb describes a verb, an adjective or another adverb and can be classified as:

Adverb of	Use	Examples
Manner	These adverbs come after the direct object. If there is no direct object, then, they come after the verb.	She speaks French <u>fluently</u> . The horse runs <u>quickly</u> .
Place	These adverbs come after the object. If there is no object, then, they come after the verb.	The mother took the baby <u>outside</u> . The girls were sitting <u>here</u> .
Time	These adverbs usually come either at the beginning of the sentence or at its end.	<u>Afterwards</u> , we went to the hotel. I have been to Goa <u>before</u> .
Frequency	These adverbs answer the question: <i>how many times?</i> They can also be placed after the verb 'be'	The elderly couple <u>sometimes</u> spends their weekends in their ancestral village. She is <u>always</u> late.
Degree	These adverbs answer the question: <i>to what extent?</i>	The beaker is <u>almost</u> full. What he said was <u>completely</u> false.

Check your progress 5

- Identify whether the following are Adverbs of Manner (M), Place (P), Frequency (F), Time (T) or Degree (D):

Sometimes	
Slowly	
there	
Often	
carefully	

Promptly	
tomorrow	
Well	
Everywhere	
Never	

2 Now, fill in the blanks with adverbs from the table above:

- i. He works _____.
- ii. It is raining. You must drive your car _____.
- iii. Meera, eat _____! Otherwise you will choke.
- iv. I left my home in Lucknow early this year. But my family still lives _____ now.
- v. I have looked for my diary _____.
- vi. They _____ spend the whole of Sunday playing golf.
- vii. She _____ goes to see movies by herself.
- viii. I _____ sleep late. I am an early riser.
- ix. My professor replied _____ to my e-mail.
- x. We will leave for Canada _____.

9.9 LET US SUM UP

In this unit, we have learnt that:

1. Writing comes with a sense of purpose.
2. Expository writing is the most frequently used type of writing style. It is used to define, explain, inform and instruct the reader about a specific subject.
3. Expository writing is direct and fact based. It does not use descriptive language nor does it express the author's opinion on the subject. The extent of detailing often depends upon the purpose and the reader.
4. Expository writing often contains any one or many of the following: Definition, Examples, Analogy, Classification, Clarification, Compare and Contrast, Cause and Effect.
5. It is important to use transition words effectively. Transition words are words or phrases that connect sentences in a text. They bring out how ideas are organized, thereby, enabling the readers to understand the text efficiently. Different transition words serve different purposes.
6. A well-written expository essay will deal with one topic and develop it in subsequent paragraphs. It contains facts and figures from reliable and authentic sources. The piece of writing will conclude once the picture is complete.
7. Word order in English is fixed and plays an important role in grammar.

8. Adverbs answer the questions of *how*, *when* and *where* respectively. It describes a verb, an adjective or another adverb and can be classified as: Adverb of Manner, Place, Time, Frequency and Degree.

9.10 ANSWERS

Activity 1

(Sample answers; yours may be different)

- i. The grand house stands tall overlooking the fields.
A sturdy wooden bridge leads it to the green fields.
A beautiful river makes its way under the bridge.
- ii. The syringe must be checked before filling it with medication.
Pathology labs usually collect blood samples in vials.
Generally, the pharmacies place great importance on glass bottles for storage.
- iii. The boy had gone out in the snow with his dog.
He became ill with flu-like symptoms.
When his condition worsened, he got himself admitted to the hospital.

Activity 2:

Answers for questions 1 to 5 vary from student to student.

Sample answer for question 6: I write for pleasure and to make notes.

Check your progress 1

1

1. Writing comes with a sense of purpose. (T)
2. Analogy may become necessary when a process is to be explained. (T)
3. Descriptive writing is the most frequently used type of writing style. (F)
4. Expository writing is direct and based on facts. (T)

2

- 1) When we try to describe an object by referring to another similar thing we are using analogy.
- 2) Comparison and contrast show how two or more things are alike and/or different.
- 3) When an event causes another event to take place, the cause is why it happens and the effect is what resulted due to it.
- 4) We use the word clarification to make an idea clear and a concept easy to understand.

3

1.	Though both belong to the dog family, unlike dogs, coyotes have a more pointed muzzle and a bushy tail.	Comparison and contrast
2.	Bipolar disorder is a mental disorder that causes shifts in moods and affects the ability to function. It oscillates	Classification

	between periods of extreme sadness and happiness. Depending on the severity, there are two subtypes of bipolar disorder: bipolar I and bipolar II.	
3.	The laboratory has been closed for students due to suspicious gas leakage.	Cause and effect
4.	Newton's law of gravitation states that any two bodies attract each other with a force which is directly proportional to the product of their masses and inversely proportional to the square of the distance between them.	Definition

4 (These are sample answers. Your answers may be different)

1. Unlike Jaipur, which is a large capital city, Pushkar is a small town in Rajasthan
2. On the basis of location, bones can be classified as bones of the axial skeleton and bones of the appendicular skeleton.
3. The flights were delayed due to pilots' strike.
4. The use of expressions to express a meaning which is opposite of the literal meaning and usually used for humorous effect is termed as irony.

Check your progress 2

1. The question raised by the host is that there is a wide gap between academia and industry demands and how does one bridge it.
2. The guest responded by saying that there exists a gap between what is taught in classrooms vis-à-vis what we see in practical life - whether in the office or at the floor of the factory.
3. When a student moves from classroom to office desk, he/she sees the practical problems over there. The implementation of management techniques which s/he has learnt in classrooms is not often easy to apply in practical life.
4. The three things that the guest asks the students to do are:
 - To be practical.
 - The atmosphere in classrooms should be lively where questions are answered by teachers.
 - To be aware of the fact that your employer is spending money to have you in office and therefore, you need to be conscious of time and money.
5. The guest emphasizes on 'time' because the employer is spending money to have the individual in office and therefore, he/she needs to be conscious of time and money.

Check your progress 3

- i. After four attempts, Prakash finally got his experiment right.
- ii. Being a minor, he is obviously dependent on his parents.
- iii. The documentary has many gaps. For example, it is never explained why the main character is afraid of heights.
- iv. Juhi is not interested in joining her father's business. Instead, she wants to be a writer.

- v. Both the drawing room and the kitchen overlook the park.
- vi. The metro station was closed for an hour. Nevertheless, Saumya reached the college on time.
- vii. Leela's daughter got soaked in the rain. As a result, she became ill.
- viii. Overall, the theatre festival was a great success.

2

- i To begin with, I was apprehensive about driving. But, soon, I gained confidence.
- ii Although Agra is known for so many things, the Taj Mahal remains the chief attraction of the place.
- iii The team members wanted to see Rajesh as their captain but, subsequently, they changed their opinion.
- iv To conclude, apples have health benefits underscoring the saying, 'an apple a day keeps the doctor away' true.
- v How I suffered from jet lag last month! Similarly, my friend has been suffering from it ever since he has come back from Australia.
- vi The book was criticized by the critics; however, it carried a relevant message.

Activity 3

- i Hitesh: What will you do after your exams get over?
Sachin: I'll visit you in Chandigarh.
Hitesh: Do you plan to visit Srinagar thereafter?
Sachin: No, it'll be very cold in Srinagar. I will go there in May.
- ii Lata: What happened?
Reena: I can't find my Laboratory Manual.
Lata: Did you take it to college today?
Reena: No, I left it at home.
- iii Arti: Are you going to the party?
Tanu: No, I'm not.
Arti: What are you going to do at home?
Tanu: I'm going to spend some time editing my assignment or perhaps, watch a film.
- iv Rohan: What do you want for your birthday?
Arjun: A book.
Rohan: Do you like to read?
Arjun: Yes, very much. I'm always reading in my leisure time.

2

Lisa: How did you sleep last night?
Suresh: I didn't sleep well. I was awake for most part of the night.

Lisa: What time do you usually go to bed?

Suresh: I usually go to bed after 1.00 am.

Lisa: What keeps you awake at night?

Suresh: The stress related to workplace keeps me awake. I have been working with a school for 9 years now and yet, my job is not secure.

Lisa: What do you do to make yourself go to sleep?

Suresh: I try to block voices inside my head. Often, I listen to soft music.

Lisa: What happens when you wake up the next day?

Suresh: I get morning headaches.

Lisa: Do you run into trouble at work?

Suresh: Yes, I run into trouble at work because of sleepiness.

Lisa: What else happens at work?

Suresh: I feel tired all the time. I find it difficult to read.

Lisa: What do you do then?

Suresh: Then, I usually take coffee to stay awake and alert.

Check your progress 4

Write the answers in your own words.

Activity 4

1

- i. do not push it back / through the skin,/ a bone has broken/ if you feel that
If you feel that a bone has broken through the skin, do not push it back.
- ii. immediately/ cover the area / with a clean bandage/ and seek doctor's help
Cover the area with a clean bandage and seek a doctor's help immediately.
- iii. in case of bleeding / for about 10 minutes/ with a cloth /apply steady pressure
Apply steady pressure for about 10 minutes with a cloth in case of bleeding.
- iv. Over the first one/ if blood comes through, / apply another cloth

If blood comes through, apply another cloth over the first one.

- v. or wrap the ice /use a clean cloth/ in an ice pack

Use a clean cloth or wrap the ice in an ice pack.

- vi. directly against the skin/ put the ice pack/ do not

Do not put the ice pack directly against the skin.

- vii. elevated/ your/ ankle/ keep

Keep your ankle elevated.

- viii. get/ medical/ as soon as/ possible/attention

Get medical attention as soon as possible.

- ix. the ankle/ in detail/will examine/ the doctor

The doctor will examine the ankle in detail.

- x. he/ likely/is/ to do/an X-ray or MRI scan

He is likely to do an X-ray or MRI scan.

- 2 First, if you feel that a bone has broken through the skin, do not push it back. Cover the area with a clean bandage and seek a doctor's help immediately. Apply steady pressure for about 10 minutes with a cloth in case of bleeding. If blood comes through, apply another cloth over the first one. Next, use a clean cloth or wrap the ice in an ice pack. Do not put the ice pack directly against the skin. Keep your ankle elevated. Finally, get medical attention as soon as possible. The doctor will examine the ankle in detail. He is likely to do an X-ray or MRI scan.

Activity 5

He <u>neatly</u> painted his chair.	How
My mother usually goes to the store on Sundays.	When
The police <u>immediately</u> came to the family's rescue.	When
Please speak <u>slowly</u> .	How
	Where

Please ask them to play hide and seek <u>outside</u> .	
<u>Yesterday</u> , I went to the museum.	When

Check your progress 5

A)

Sometimes	F
Fast	M
There	P
Often	F
Carefully	M
Promptly	M
Tomorrow	T
Well	M
Everywhere	P
Never	F

2

- i. He works well.
- ii. It is raining. You must drive your car carefully.
- iii. Meera, eat fast! Otherwise you will be left behind.
- iv. I left my home in Lucknow early this year. But, my family still lives there now.
- v. I have looked for my diary everywhere.
- vi. They sometimes spend the whole of Sunday playing golf.
- vii. She often goes to see movies by herself.
- viii. I never sleep late. I am an early riser.
- ix. My professor replied promptly to my e-mail.
- x. We will leave for Canada tomorrow.

UNIT 10: NARRATIVE WRITING

Structure

- 10.0 Objectives
- 10.1 Warm-Up
- 10.2 Reading: Understanding What Narrative Writing Is
- 10.3 Listening: A Brief Account of Dr. Sarvepalli Radhakrishnan
- 10.4 Vocabulary: Elements of a Narrative
- 10.5 Speaking
- 10.6 Writing
- 10.7 Grammar: Simple Past Tense
- 10.8 Let Us Sum Up
- 10.9 Answers

10.0 OBJECTIVES

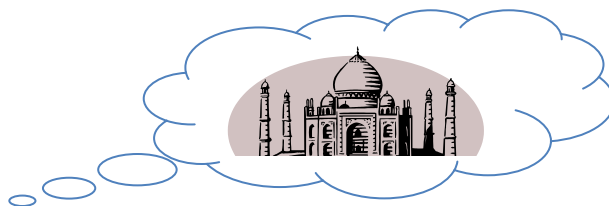
In this Unit you will learn:

- What narrative writing is;
- What the features of narrative writing are;
- Develop an understanding of the structure of narrative writing;
- Learn to reflect and write;
- Ask questions to yourself to facilitate the writing process;
- Learn to make predictions;
- Create images through use of details; and
- Promote active listening and thinking

10.1 WARM-UP

Activity 1

Look at the pictures below. In about 20-30 words, write what you think is happening in these pictures?



i.....
.....
.....

ii

.....

.....



iii.....

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The purpose of the above activity is to introduce narrative writing to you. As opposed to expository and descriptive writing which focus on *telling* and *showing through sensory description* respectively, narrative writing focus on *retelling*. The intention of the writer is to entertain his/her readers, to gain and hold their interest. If you are asked to write about the food you had for breakfast, you may choose any one of the following approaches: you may tell, show or retell. How you write will make the difference:

Telling	Showing	Retelling
I ate tomato and cheese sandwich this morning. My mother had made it for me.	This morning, I felt good sinking my teeth into the crisp bread tasting the tangy tomato and grilled cheese all at once.	As I sat at the dining table, a chink of sky was visible through the curtains: the sun shone brightly. My mother was in the kitchen preparing breakfast for me. As soon as she appeared in the doorway, the fragrance of the crisp bread filled the room. And, a smile stretched across my face. 'Here's your tomato and cheese sandwich, dear,' she said, lovingly.

10.2 READING: UNDERSTANDING WHAT NARRATIVE WRITING IS

While a story is a chain of events, a narrative recounts those actions. Depending on how significant these are to the narrative, the narrator may or may not recount all the actions. For example, imagine you broke your mother's expensive vase while cleaning it. In a series of events, your dog jumped in front of you taking you by complete surprise, you shrieked and dropped the vase. This happened in a split second. If you were to narrate what had happened to your mother, there is a likely possibility that your account may

be entirely about the moments that built and led to the ultimate moment of your breaking the vase. You may choose to skip the detail that you were listening to the radio while cleaning the vase and that you started dancing while listening to the song.

Narratives are intrinsic to human nature. Everyone likes a story well-told. From time immemorial, human beings have been telling stories from generation to generation. Stories entertain and tell us about ourselves and the world. They feed into our imagination. Narratives are also written to teach and change attitudes. For example, some television soap operas become popular because they make us think about topical issues.

Narratives come in different forms. They include fairy tales, detective stories, mysteries, romance dramas, horror stories, adventure stories, fables, myths, historical narratives, science fiction, films, documentaries, television soap operas, diary entries and so on.

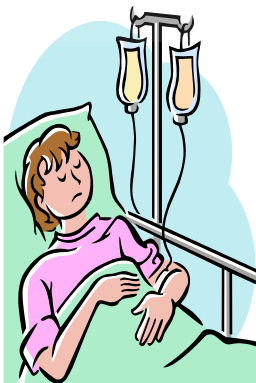
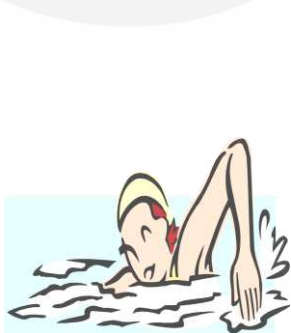
Narrative writing in its simplest form must have: plot, setting and characterization.

- The events that take place in a story give rise to a **plot**. Dramatic events and unexpected situations create suspense. The writer reveals the truth slowly and gradually. Often, the intention is to have unpredictable endings.
- The time and location in which a **story** takes place is the **setting**.
- The writer presents the personality of a character through what he/she says, does, from other people's opinions and his/her own attitudes towards this character. This is called **characterization**. The key lies in making the characters real and believable to the readers.

Check your progress 1

Say whether the following sentences are *true* or *false*:

- 1 Narrative writing focuses on retelling and recounting.
 - 2 Narrative essays intend to entertain the readers.
 - 3 Narratives are also written to teach and change attitudes.
 - 4 The events that take place in a story give rise to a setting.
 - 5 The writer intends to make the characters real and believable to the readers.
2. Put the following pictures in chronological order and then, write a story based on it.



i.

ii.

iii.

iv.

.....

-
-
-
3. One of the challenges that the writer faces is to establish logic and connection between episodes and actions in narratives. You cannot jump time and place. The structure is paramount - beginning, middle and end. Write about a film you recently watched that you think lacked narrative logic and had a weak script.

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Economy of characterization: In stories, characters move the plot forward. Their qualities and other characteristics contribute to the narrative.

Read the following excerpt adapted from the story by Arthur Conan Doyle and answer the questions that follow:

It was 1878 and I had neither kith nor kin in England, much less money. I stayed for some time in a London hotel, but needed to move to less expensive housing. One day, I ran into Stamford, a friend from the army. "Dr. Watson," he said, "What have you been up to?"

"Looking for lodgings," I answered.

"That's strange," he remarked. "A fellow I know is looking for someone to go halves with him in some nice rooms which were too expensive for him."

"By Jove!" I cried. "I am the very man for him!"

Stamford looked rather strangely at me. "You don't know Sherlock Holmes yet," he said.

"Perhaps you would not care for him as a constant companion."

"Why, what is there against him?" I asked.

"Oh, I didn't say there was anything against him. As far as I know he is a decent fellow enough, just a little . . . odd."

Stamford took me to the hospital where he worked to meet this Sherlock Holmes. "Dr. Watson, Mr. Sherlock Holmes," said Stamford, introducing us.

"How are you?" Holmes said cordially, gripping my hand with strength. "You have been in Afghanistan, I observe."

"How on earth did you know that?" I asked in astonishment.

"Never mind," said he, chuckling to himself.

Holmes seemed delighted at the idea of sharing rooms. "I have my eye on a place in Baker Street," he said. "Occasionally I do experiments. Would that annoy you?"

"By no means," I said. "I get up at all sorts of hours, and am extremely lazy."

"Oh, that's all right!" he cried, with a merry laugh. "I think we may consider the thing as settled—that is, if the rooms are agreeable to you."

They were, so we moved into 221B, Baker Street. As we settled in, Holmes said, "You were surprised when I said, on our first meeting, that you had come from Afghanistan."

"You were told, no doubt," I declared.

"Nothing of the sort," he replied. "I arrived at the conclusion through observation. You are a doctor, and I concluded by the tan of your skin that you were just back from the eastern part of the world. Your face showed that you had recently been sick, and your left arm was injured. I asked myself, 'Where in the east could an English army doctor have got his arm wounded?' Clearly in Afghanistan."

"It is simple enough as you explain it," I said, smiling.

(Source: <http://www.education.com/>)

Check your progress 2

Answer the following questions:

1. What is the setting of the story?

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2. Who is the narrator of the story?

.....

3. Who are the two main characters in the story?

.....

4. What role does Stamford play in the story?

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5. How does Stamford describe Sherlock? Do you agree with him? Why/why not?

.....

.....

6. What best describes the character of Sherlock? Put a tick mark.

- Observant
- Gloomy
- Unwelcoming

7. How did Sherlock conclude that Watson has come from Afghanistan?

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10.3 LISTENING: A BRIEF ACCOUNT OF DR. SARVEPALLI RADHAKRISHNAN

Listening text (Ask a friend to read this text aloud to you and answer the questions)

It was 1949 when the people gave to themselves a sovereign nation. A new democracy was born. The long debates of the Constituent Assembly gave a road map for India's tryst with destiny. The Imperial Council Hall was, henceforth, the Parliament of India whose doors opened with the Sanskrit inscription:

लोश्क द्वारमपात्रार्णू
पश्येम त्वां वयं वेरा

Meaning:

“Open the door to thy people

And let us see thee

For the obtaining of the sovereignty”.

This sovereignty forced the will of the people of India to be expressed through its representatives in the Parliament. And to see this noble expression take shape amidst the complexities of real life politics, Dr. Sarvepalli Radhakrishnan was entrusted with the responsibility of conducting the Upper House- the Rajya Sabha. He was the first chairman of Rajya Sabha, the first Vice President of India.

“To do my best to deserve in some modest measure, the great faith of my people, and devote the few years left to me to their service” (Radhakrishnan's inaugural address).

Radhakrishnan was born in 1888 in Tiruttani, a temple town of Madras Presidency now in Tamil Nadu. He was brought up in an environment of Hindu rituals, Vedic knowledge and Oriental traditions. He also had an exposure to Christianity as he studied in missionary educational institutions. The multicultural and multireligious exposure had a strong bearing on his life and philosophy.

Check your progress 3

Read the questions before listening to the text on Dr. Sarvepalli Radhakrishnan. Make notes while you listen. You may listen 2-3 times if needed.

1. When did the people of India become a sovereign nation?

2. What gave a road map for India's tryst with destiny?

3. What was the name given to the Imperial Council Hall?

4. What responsibility was entrusted to Dr. Radhakrishnan?

5. What were the two positions held by Dr. Radhakrishnan?

6. When and where was Dr. Radhakrishnan born?

7. In what environment was Dr. Radhakrishnan brought up?

8. To which religions did Dr. Radhakrishnan have an exposure to?

10.4 VOCABULARY: ELEMENTS OF A NARRATIVE

Check your progress 4

Fill in the blanks with the words that best describe the elements of narrative in the sentence below. You may choose words from the box.

Episodes	Structure	Plot
Setting	Characterization	Suspense

1. The time and location in which a **story** takes place is the
2. It is a challenge to establish logic and connection between and actions in narratives.
3. In stories, the is paramount.
4. The writer presents the personality of a character through
5. Characters and their actions move the forward
6. Dramatic events and unexpected situations create

10.5 SPEAKING

Imagine you are Arun. Your younger brother Nikhil did not get through a medical entrance exam. You want to make him feel better and leave a voice message on his phone. You decide to retell an inspiring story you read on the internet. The same story has been given below. Remember, in retelling, some key points are to be mentioned while the rest of the points that do not seem important need not be mentioned.

How Dilip Kapur of 'HiDesign' built a business out of a hobby

ET Bureau May 11, 2012, 06.15AM IST

DilipKapur, founder of HiDesign, which crafts highly sought-after hand bags and leather accessories, built up a business out of a hobby. Informed by his growing up years at Puducherry's Aurobindo Ashram school, Kapur says HiDesign's brand reflects his streak of rebellion. A Princeton graduate, Kapur did his Ph. D. from the University of Denver. It was while doing his Ph. D. that Kapur did a stint at Poor Richard's, a leather house, and fell in love with the material.

BRAND 'REBEL'

I grew up in Pondicherry's (Puducherry) Aurobindo Ashram School and was very independent minded. While studying in the US I realised a 'job' was not for me. I returned to India in the late-70 s and became part of the Auroville experiment. I had this hobby of leather-crafting and people seemed to like what I made. I set up a workshop with one worker and did not have any definite plans. When I started making leather goods, other rebels travelling to Pondicherry would discover us and take our products back to where they came from. So, entrepreneurs took our bags to England, San Francisco and Australia and we became hits in the alternative fashion scene. My niche was that I fit in the rebel scene. Until 2000, 92% of our products were sold abroad.

COMING HOME

But we realised Indian consumers, many of whom discovered our products in travels abroad, were demanding our products. We set up a store in Bangalore and then in Pondicherry. Looking at India changed us completely. Suddenly we were directly in touch with our customers. This focus on India came at the right time for me. I was bored and was ready to quit and join Auroville full-time. For me, it was like I discovered myself all over again. Now only 35% of our business comes from international markets. We have 74 owned stores in India and 18 abroad and over 100 shop-in-shops.

(Source:http://articles.economictimes.indiatimes.com/2012-05-11/news/31669145_1_dilip-kapur-alberto-ciaschini-hidesign)

Check your progress 5

- 1 You have read the story. Retell it in your own words.

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- 2 Now, imagine you are Nikhil. You heard Arun's voice message and decide to respond to him.

10.6 WRITING

a) You have been given the first and/or last line of narratives. Use your imagination to complete the following:

- THE PEOPLE
UNIVERSITY

- [illegible]

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-
-
-

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.....
- b) Another challenge that a writer faces is that of weaving details into the story. Read the following texts and add key details to them to make them interesting and appear more meaningful.

1. I went to Agra. We enjoyed a lot.

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2. The teacher got angry. The students apologized to her.

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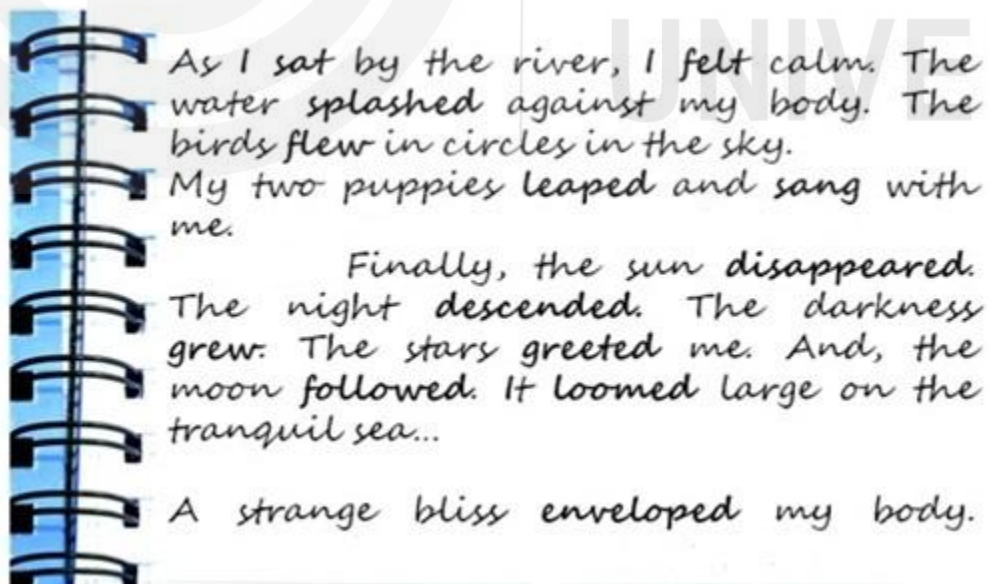
3. The flights were cancelled. There was a volcano eruption.

.....

10.7 GRAMMAR: THE SIMPLE PAST TENSE

In this section, you will learn about the Simple Past Tense, its form and usage.

But, before we begin, read the following diary entry from Manu's page and observe how the verbs or action words are formed and used:



The verbs in bold “sat”, “felt”, “splashed”, “flew”, “leaped” and so on are in the simple past tense. They are used to indicate an action completed in the past. They are of two past forms: **regular** and **irregular**.

Regular verbs have “base form + ed” conjugation. For example: splash + ed= splashed; leap + ed=leaped; disappear + ed = disappeared and so on.

However, there are some exceptions:

If base verbs end with “e”, then add “d”. For example: live→ lived; love→loved; decide→decided and so on.

If the base verbs end in consonant “y”, then change “y” to “i” and add “ed”. For example: carry→ carried; bury→ buried and so on.

Check your progress 7

Following the “base form + ed” conjugation, fill in the blanks using the verb given in the bracket:

1. I (visit)_____ lots of interesting places in Assam.
2. The students (listen)_____ attentively to the lecture.
3. It (rain)_____ heavily last night.
4. Yesterday, Raman (carry) _____ my laptop to his college.
5. My grandmother (love)_____ me more than my brother.
6. She (decide)_____ to write a letter to the principal.
7. The doctor (sign)_____ my medical form before leaving for the airport.
8. The baby (look)_____ at me and smiled.

In contrast, in irregular verbs, the “base verb + ed” conjugation does not apply. For example: sat, felt, flew and so on. The best way to deal with them is to read more, be a little observant and engage closely with English grammar and vocabulary.

Here are some of the commonly used irregular verbs:

go → went	choose → chose	feed → fed	send → sent
drink drank	come came	feel felt	sit sat
buy bought	do did	take took	leave left
know knew	eat ate	find found	lose lost
begin began	fall fell	fly flew	make made
bleed bled	fight fought	forget forgot	meet met
break broke	throw threw	run ran	write wrote

Check your progress 8

- 1 Fill in the blanks using the verb given in the bracket. Notice that these are irregular verbs:

1. Last year I (go)_____ to Nagpur to meet my friend.
2. She (forget)_____ her bag in the taxi.
3. Our chemistry teacher (meet) _____ us last week.
4. Jayant (eat)_____ the leftover sandwich.
5. The teacher was unwell. He (leave) _____ early.
6. Tina (feel)_____ elated after meeting her family after a year.
7. The dog (run)_____ after the thief.
8. The laboratory assistant (throw)_____ the empty bottles away.

2 Rewrite the following sentences using the correct simple past tense.

1. The army foughted hard and won.
2. I knowed all the spelling in the dictation test.
3. He greeteed me with a smile on his face.
4. Before moving to New York, my uncle live in Delhi.
5. The little girl taked the puppy to her mother.
6. Rajesh comed home late.
7. The cat broked the vase on the table.
8. The family feeded the stray dog with bread and milk.

10.8 LET US SUM UP

In this unit we have learnt:

1. As opposed to expository and descriptive writing which focus on telling and showing through sensory description respectively, narrative writing focuses on retelling. The intention of the writer is to entertain his/her readers, to gain and hold their interest.
2. While a story is a chain of events, a narrative recounts those actions depending on how significant these are to the narrative. The narrator may or may not recount all the actions.
3. Narratives are intrinsic to human nature. Everyone likes a story well-told. From times immemorial, humans have been telling stories from generation to generation. Stories entertain and tell us about ourselves and the world. They feed into our imagination. Narratives are also written to teach and change attitudes.
4. Narratives come in different forms. They include fairy tales, detective stories, mysteries, romance dramas, horror stories, adventure stories, fables, myths, historical narratives, science fiction, films, documentaries, television soap operas, diary entries and so on.
5. Narrative writing in its simplest form must have: plot, setting and characterization.
6. The events that take place in a story give rise to a plot. Dramatic events and unexpected situations create suspense. The writer reveals the truth slowly and gradually. Often, the intention is to have unpredictable endings.

7. The time and location in which a story takes place is the setting.
8. The writer presents the personality of a character through what he/she says, does, from other people's opinions and attitudes towards this character. This is called characterization. The key lies in making the characters real and believable to the readers.
9. One of the challenges that the writer faces is to establish logic and connection between episodes and actions in narratives. You cannot jump time and place. The structure is paramount- beginning, middle and end.
10. Economy of characterization: in stories, characters move the plot forward. Their qualities and other characteristics contribute to the narrative.
11. Simple past tense indicates an action completed in the past. They are of two forms: regular and irregular.

10.9 ANSWERS

Activity 1

The answers will vary from student to student. Read our answers below:

- i. Suresh remembered his first trip to Agra. His friend listened to him with rapt attention as he told her about his time in the city. The highlight of the trip was the visit to the Taj Mahal.
- ii. The All-Rounder trophy reminded Alia of her college days. She had done well in academics as well as cultural activities. The teachers were quite fond of her.
- iii. Aleena spoke to her friend after a long time. She was busy with preparations for her baby's birthday. He was going to be one year old the following week.

Check your progress 1

1. Narrative writing focuses on retelling and recounting. True.
2. Narrative essays intend to entertain the readers. True.
3. Narratives are also written to teach and change attitudes. True.
4. The events that take place in a story give rise to a setting. False.
5. The writer intends to make the characters real and believable to the readers. True.

2. The chronological order is as follows: **i, iv, ii** and **iii**

The answer will vary from student to student. A sample answer is given below:

Earlier today, Aditi had gone to the sports complex for swimming. When she returned home, she felt dizzy and nauseated. Then, she developed fever. Her parents got worried. They took her to the hospital. The doctors felt it could be because of a number of reasons. Upon questioning Aditi, they found out that she might have inhaled something unpleasant in the pool that triggered such an extreme response. They prescribed her some medicines and advised her to rest. Meanwhile, her parents complained to the manager of the sports complex. He took special

measures to clean the swimming pool. Aditi recovered quickly and resumed swimming in the pool.

3. The answer will vary from student to student.

Check your progress 2

1. The setting of the story is the city of London, England in 1888.
 2. Dr. Watson is the narrator of the story.
 3. Sherlock Holmes and Dr. Watson are the two main characters of the story.
 4. Stamford introduces the two main characters of the story, Dr. Watson and Sherlock Holmes, to each other.
 5. Stamford defines Sherlock as “odd”.
-The second part to this answer will vary from student to student.
 6. Observant
 7. Sherlock noticed the tan on Dr. Watson’s skin which hinted that he had just returned from the eastern part of the world. His left arm was injured and his face showed signs of recent sickness. These signs helped Sherlock conclude that Watson has come from Afghanistan.
-

Check your progress 3

1. The people of India became a sovereign nation in 1949.
2. The long debates of the Constituent Assembly gave the road map for India’s tryst with destiny.
3. The Imperial Council Hall came to be known as the Parliament of India.
4. Dr. Radhakrishnan was entrusted with the responsibility of conducting the Upper House - the Rajya Sabha.
5. Dr. Radhakrishnan was the first chairman of Rajya Sabha and the first Vice President of India.
6. Dr. Radhakrishnan was born in 1888 in Tiruttani, a temple town of Madras Presidency, now in Tamil Nadu.
7. Dr. Radhakrishnan was brought up in an environment of Hindu rituals, Vedic knowledge and Oriental traditions.
8. Dr. Radhakrishnan had an exposure to Hinduism and Christianity.

Check your progress 4

1. The time and location in which a **story** takes place is the **setting**.
2. It is a challenge to establish logic and connection between **episodes** and actions in narratives.
3. In stories, the **structure** is paramount.
4. The writer presents the personality of a character through **characterization**.
5. Characters and their actions move the **plot** forward
6. Dramatic events and unexpected situations create **suspense**.

Check your progress 5

- 1 Hey Nikhil! What's up? Where are you? I called you last night but you didn't get back to me. I know you feel sad about not getting through the medical entrance exam but don't worry; it is not the end of the world. You still have your Fine Arts entrance test later this week. You are a creative person and I am very hopeful that you will clear it with flying colours. Why don't you work on some of the ideas you keep sharing with me? New artwork will distract you! I read an inspiring story on the internet and wanted to share it with you. It was about Dilip Kapur, founder of HiDesign, the international brand that makes hand bags and other leather accessories. He was just like you when he built up a business out of a hobby - young, educated, independent-minded, full of ideas and having a rebel streak... Well, when Dilip started making leather goods, travelers would take his products back to where they came from - England, San Francisco and so on. Until 2000, 92% of their products were sold abroad. He then found that India too was an exciting place to do business in. They now have 74 owned stores in India and 18 abroad and over 100 shop-in-shops. Nikhil, don't lose hope... don't you always tell me how your friends like your artwork? Collect yourself together and focus on the Fine Arts exam now...
- 2 Hey Arun! Sorry, I did not look at my mobile phone last night. After the results came out, I was quite disappointed and stayed in my room for the rest of the day. In the evening, I decided to visit my friend, Salman. His parents were not at home. We ordered pizza. Then, we played cricket. Later, he let me walk his dog in the park. Yes, I tried to distract myself by working on some new artwork. After I reached home around 10 pm, I felt a creative urge and worked till 3 am. When I got up just now, I saw your message. Thank you so much for the message. And, for sharing the story of Dilip Kapur! It was very inspiring to hear how he built up a business out of a hobby. Yes, Salman touched upon the same thing again- he asked me to contact some of these galleries in South Delhi. He said that the current times are quite fruitful for artists. I am looking forward to the Fine Arts exam now. Salman is quite a positive person. And so are you, my brother! I feel much better now. Have a great day at work. Talk to you soon.

Check your progress 6

a)

- 1 I woke up to the barking of my two dogs. The alarm clock showed that it was 8 am. I picked up the cricket bat lying on the floor. The barking of the dogs continued. In fact, it grew louder. As I made my way through the kitchen towards the garden, I heard muffled voices. "You should have been careful"! I peeked and saw two boys searching the bushes. "How did you get in? "One of the boys started to run away. He looked scared. The other one stopped him. "NO!" He began to fumble. "Uncle, I live in flat no. 40 A. My cousin and I were playing cricket when he hit the ball in this direction. Please help us". The boys apologized for climbing over my garden wall.
- 2 Last year I went to Kerala with my family. We travelled there by train. My father's friend James Mathew had made the travel arrangements for us. On entering the hotel, the manager greeted us with garlands. "Welcome! Hope you have a wonderful time here". The staff was equally polite and friendly. Our room was very beautiful. It had a balcony with a picturesque view. The manager gave us such a wonderful driver. His name was Ajay and he knew English as well as Hindi. He showed us around. One of the highpoints

of the trip was exploring the backwaters of Kerala. They had their own charm. It was a memorable trip!

- 3 As a kid I was interested in becoming a painter. Colours fascinated me. I still remember, in the evenings, my brother would go out and play football with his friends. He mocked me for sitting at one place for a long time. “Rohit! Come! Join me in the park!” But I did not pay much attention to him. For hours, I drew and painted. I liked this time with myself. Over the years, my love for painting grew stronger. When I was 13 years old, I represented my school in a competition and won the first prize. My family was very proud of me.

b)

1. Last summer, I went to Agra with my cousins. During the bus ride, we made friends with a group of students from Manipur. One of my cousins knew how to play the guitar. As she played, the rest of us started to sing. It was the month of May. In the scorching heat, we visited popular sites like the Taj Mahal, Fatehpur Sikri, Agra Fort and so on. Even though it was hot, we had a great time!

2. As soon as the teacher entered the class, she got angry. Out of twelve students who had enrolled for her course, only four had turned up. The strength of the class was low last week as well. The teacher shifted the class to Saturday. Almost everybody turned up for the class. She found out that most of them were employed and hence, they were unable to come on Monday. The students, first apologized and then, thanked her.

3. Earlier this year, my aunt came to Delhi from Italy. She was a speaker at the literary conference. She stayed with us for two weeks. During my time with her, she narrated interesting stories about some of the historical places in Italy. On the morning of her flying back to Rome, breaking news flashed on TV. It said that the flights to Europe were cancelled because of a volcano eruption.

Check your progress 7

1. I visited lots of interesting places in Assam.
2. The students listened attentively to the lecture.
3. It rained heavily last night.
4. Yesterday, Raman carried my laptop to his college.
5. My grandmother loved me more than my brother.
6. She decided to write a letter to the principal.
7. The doctor signed my medical form before leaving for the airport.
8. The baby looked at me and smiled.

Check your progress 8

1. Last year I went to Nagpur to meet my friend.
2. She forgot her bag in the taxi.

3. Our chemistry teacher met us last week.
4. Jayant ate the leftover sandwich.
5. The teacher was unwell. He left early.
6. Tina felt elated after meeting her family after a year.
7. The dog ran after the thief.
8. The laboratory assistant threw the empty bottles away.

2 Rewrite the following sentences using the correct simple past tense.

1. The army fought hard and won.
2. I knew all the spellings in the dictation test.
3. He greeted me with a smile on his face.
4. Before moving to New York, my uncle lived in Delhi.
5. The little girl took the puppy to her mother.
6. Rajesh came home late.
7. The cat broke the vase on the table.
8. The family fed the stray dog with bread and milk.

UNIT 11 ARGUMENTATION

Structure

- 11.0 Objectives
- 11.1 Introduction: Argument and critical thinking
- 11.2 Ingredients of an argument
 - a. Argument: Persuasion through reasons
 - b. Identifying Arguments
- 11.3 Reading an Argumentative text
 - a. Vocabulary
 - b. Read and Analyse
 - c. Features of an Op-Ed
- 11.4 Using Connectors for Good Writing
- 11.5 Guided writing: Build argumentative paragraphs using given cues
- 11.6 Independent Writing: My Op-Ed
- 11.7 Let us sum up
- 11.8 Answers

11.0 OBJECTIVES

In this unit you will learn to:

- Identify the key components of an argument
- Develop strategies to identify reasons, conclusions and arguments within a message
- Practise identifying simple arguments
- Read an argumentative text critically and identify the main arguments, evidence and reasons
- Analyse the features of an Op-Ed as an argumentative genre of writing and identify its key components
- Use connectors to develop cohesive writing
- Write argumentatively

11.1 INTRODUCTION: ARGUMENT AND CRITICAL THINKING

Argument is a key component of critical thinking. This unit looks at what is an ‘argument’ and what are its key features. It is important to pick the main argument while reading so that you can focus your attention on the most crucial points of the text. This will allow you to read more efficiently and critically. Moreover, a good argumentative piece persuades its readers with compelling arguments. Good writers present arguments and allow their readers to evaluate them in terms of their merit even if the readers do not agree with the author. Good critical thinking

involves identifying and engaging with arguments even if we disagree with them. Criticality and argumentation are intrinsically connected.

Author's position

When we read texts or listen to people, we are exposed to various arguments. Underlying those arguments are points of view or 'positions' that writers or speakers intend to convey to us. These opinions or viewpoints become part of an argument only when they are well supported with reasons and evidence.

Opinion/point of view	Argument
May not be supported with reasons, evidence, and facts	Opinions or viewpoints supported by reasons, evidence and facts
Example: I do not like Delhi.	Example: Delhi is a difficult city to live. It is over-populated and pollution levels are very high. In pre-COVID times, traffic jams were also a major problem. I dread going back to work again. I do not like Delhi.

Look at the dialogue below:

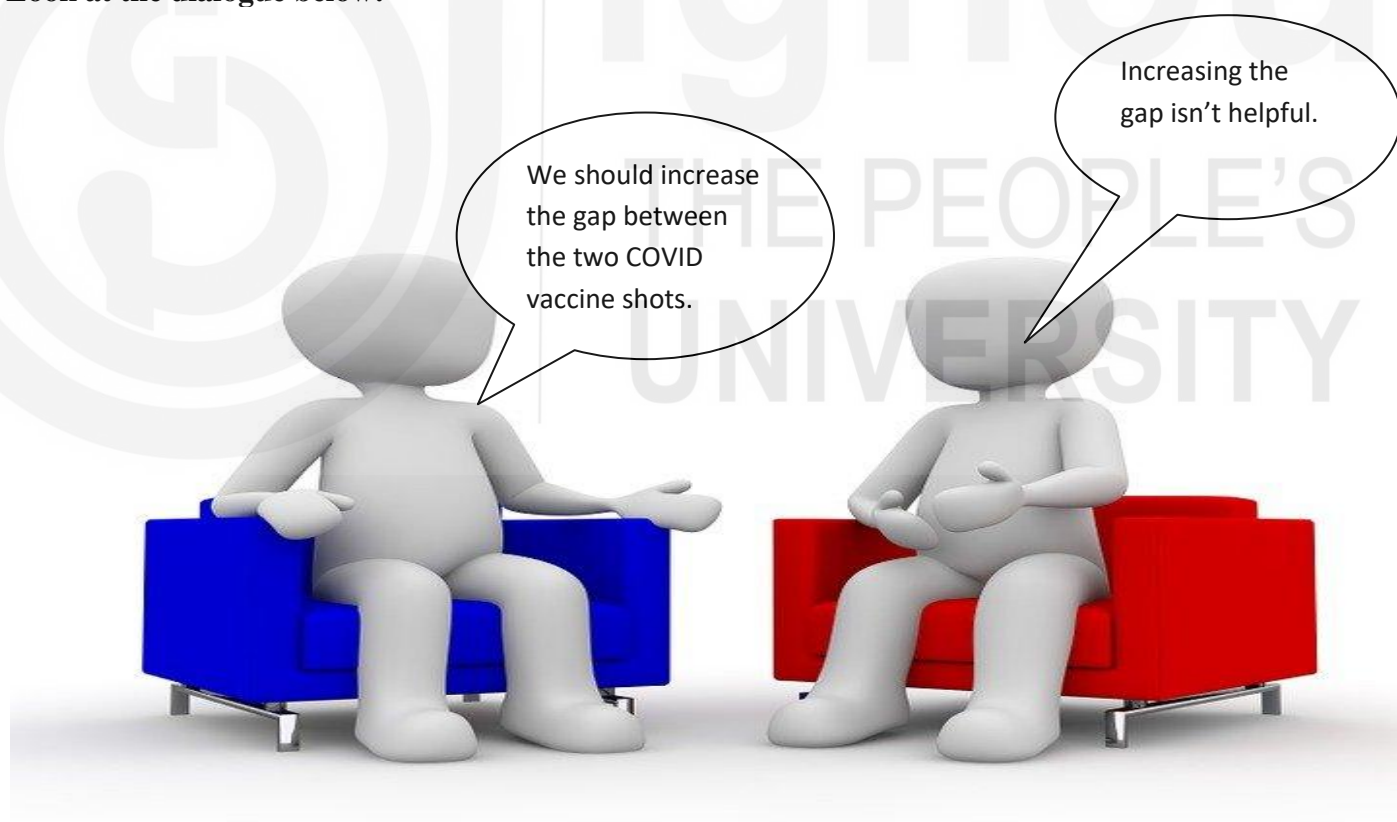


Image source: <https://blogit.utu.fi/utu/2017/05/09/kehityskeskusteluissa-aina-lasna-seka-yhteisollinen-etta-yksilollinen-ulottuvuus/>

Note how the two positions above relate to the overall argument presented below:

Overall Argument/position	Contributing Arguments/reasons
Increasing gap between the vaccine shots should be introduced	Longer gap allows the first shot to create adequate antibodies and the second one acts like a booster dose. Increasing the gap will also help in administering the vaccines effectively and address vaccine shortage.
Increasing gap between the vaccine shots is not helpful	Emerging studies and data show that the <i>Covishield</i> vaccine works best with a shorter gap of 4-6 weeks. To address vaccine shortage, increasing the gap between the two doses is not a solution.

Key terms:

In critical thinking, the term ‘argument’ is used in two ways:

- **Contributing arguments**

Individual reasons are referred to as ‘arguments’ or ‘contributing arguments’.

- **The overall argument**

This is composed of contributing arguments or reasons. The overall argument presents author’s position. The term ‘line of reasoning’ is used to refer to a set of reasons, or contributing arguments, structured to support the overall argument.

Check your progress 1 Activity

Read through the following passages and identify the author’s position. Check your answers at the end of the unit.

Steps to follow:

- Skim quickly to find the author’s position or the main message of the passage
- Then follow up this quick skimming with close reading to check if you were right. This will help you to check how well you can pick the main idea when reading fast.

Passage 1:

The nature and origin of disease was unclear until relatively recently. At the end of the nineteenth century, Koch, a Prussian scientist, introduced a set of procedures now known as *Koch’s postulates*. He experimented with bacterial colonies cultivated in the laboratory, made from the blood of dying cattle. When these cultures were injected into healthy live cattle, these also caught the same disease. At the time, these findings were astonishing. Koch had been able to

provide proof to support the theory that disease was spread by germs. He contributed one of the most important methodological advances in the history of medicine.

Passage 2:

It was initially believed that young children could not understand other people's point of view or undertake tasks such as counting and measuring until they were at least seven years of age. However, it seems the problem does not lie in children's capacity to do these things so much as in their understanding of what is being asked and why. If there is no obvious purpose, or they do not understand the language used, children find tasks difficult. Even young children can perform tasks formerly considered too advanced for them, as long as these are set up in ways that make sense to them. Problems that involve teddies or animals, for example, may be meaningful to a young child, whereas tasks with counters and beakers are not.

Source: Cotrell, S. (2005). *Critical Thinking Skills*. Palgrave Macmillan

11.2 INGREDIENTS OF AN ARGUMENT

a. Argument: Persuasion through Reasons

In day-to-day interactions we often use the word 'argument' to denote something unwanted, negative, and disturbing. However, in critical thinking argument means presenting reasons to support your position or point of view. If others accept those reasons, they are more likely to be persuaded to your point of view.

An argument includes:

- A position or point of view;
- An attempt to persuade others to accept that point of view;
- Reasons given to support the point of view.

To identify arguments, it is useful to keep in mind the following questions:

- What was the purpose of the author to write this text?
- What is the main message that I can take away as a reader?
- What does the author want me to believe, accept or do?
- What reasons have they presented to convince/persuade me to accept their position?

Most of the times, authors want to persuade their readers to accept a particular point of view because they truly believe in what they are presenting. However, in some cases there may be hidden vested interest to strategically persuade people to believe in a particular version of reality. Authors can also have long-standing rivalry with different schools of thoughts. As a critical reader, it is important for us to evaluate all viewpoints critically and understand people's biases which may be political, religious, or ideological in nature. This does not make their arguments invalid, but it is important for us as critical readers to understand their positions in view of the influences on their line of reasoning.

b. Identifying Arguments

To effectively identify arguments, it is important to know its different components. Look at the following terms:

- **Propositions**

Statements believed to be true and presented as arguments or reasons for consideration by the audience. A proposition may turn out to be true or false.

- **Premises**

Propositions believed to be true and used as the bases for the argument, the basic building block of the argument.

- **False premise**

A proposition that later turns out not to be true or correct

- **Predicate**

The foundation of an argument; the aim of the argument; an underlying point of view; the assumption that underlines the argument.

- **Conclusion**

Reasoning should lead towards an end point, which is the conclusion. The conclusion should relate closely to the author's main position.

Look at the paragraph given below from Steven Pinker's book *The Language Instinct* (2015). Note the author's position, premise, reasons and conclusions along with connectors in the given paragraph:

Author's position

In this century, the most famous argument that **language is an instinct** comes from Noam Chomsky, the linguist who first unmasked the intricacy of the system and perhaps the person most responsible for the modern revolution in language and cognitive science. In **the 1950s the social sciences were dominated by behaviorism, the school of thought popularized by John Watson and B. F. Skinner. Mental terms like "know" and "think" were branded as unscientific and "innate" were dirty words.** Behavior was explained by a few words of stimulus-response learning that could be studied with rats pressing bars and dogs salivating to tones. But Chomsky called attention to two fundamental facts about language. First, virtually every sentence that a person utters or understands is a brand new combination of words, appearing for the first time in the history of the universe. **Therefore** a language cannot be a repertoire of responses; the brain must contain a recipe or program that can build an unlimited set of sentences out of a finite list or words. That program may be called mental grammar (not to be confused with pedagogical or stylistic grammars which are just guides to the etiquette of written prose). The second fundamental fact is that children develop these complex grammars rapidly and without formal instruction and grow up to give consistent interpretations to novel sentence constructions that they have never before encountered. **Therefore**, he argued, children must innately be equipped with a plan common to the grammars of all languages, a Universal Grammar, that tells them how to distill the syntactic patterns out of the speech of their parents.

Premise

Reason 1

Check your progress 2

Conclusion 1

Conclusion 2

Connectors

Reason 2

Activity: Identifying simple arguments

Read through the short passages given below and identify which are arguments and which are not. If you are not sure, re-order the sentences to see if that helps you identify a conclusion and supporting reasons. Check your answers at the end of the unit.

Passage A:

I like this house. The rooms are spacious and airy. The garden is beautiful and the view from here is stunning. It is a very good house.

Passage B:

Chocolates can be bad for your teeth. We often eat them in between meals which lead to sudden rise in our sugar levels. Chocolate companies require their employees to follow certain protocols inside the manufacturing units for safety reasons.

Passage C:

Linguistics as a discipline has grown over the years and it has contributed immensely to our understanding of language acquisition. A lot of research has happened in neuroscience too that fed into linguistics. Many interesting discoveries have been made on various aspects of language sciences.

Passage D:

The flight is delayed. There must have been a technical issue.

Passage E:

The windows rattled and the doors banged. The air felt charged. We were all frightened. A strange sound filled the air. It must have been a ghost.

Passage F:

Many people become literate later in life. They learn to read only after they reach adulthood. Chandni and Ashok struggled to read in their childhood. But as they grew older, they were able to catch up. They started attending local literacy programmes organised by the local *Panchayat* to improve their reading abilities. In recent times, millions of people across the globe have improved their literacy skills through adult classes.

Adapted from: Cotrell, S. (2005). *Critical Thinking Skills*. Palgrave Macmillan

11.3 READING AN ARGUMENTATIVE TEXT

Having discussed the various elements of an argument, let us now read an argumentative text and prepare ourselves to write our own argumentative piece. Before moving forward, let us choose a genre that lends itself to argumentative reading and writing. We have chosen Op-Eds to engage further with the idea of argumentation.

What is an Op-Ed?

- Op-eds are “opposite the editorial” page columns. Op-eds are a way for people to simply express their opinions in the media. They are usually written by **experts, observers, scholars, public figures or someone who is passionate** about a topic.
- They are **opinion articles** which present an argument well-supported with reasons and evidence
- Op-Ed is a genre which allows us to give **our opinions in the form of well-reasoned arguments**

a. Vocabulary

Look at the following words in the box. They are all from the **Op-Ed titled *Stories they tell about languages*** that you are about to read. Look at them once to make sure you know their meanings. In case you do not know the meanings, look for their meanings in the dictionary:

Check your progress 3

i. Fill in the blanks of the paragraph given below using the appropriate word from the box:

clamour	perception	myths	prescriptive
irreparable	irreversible	clutches	stretch of imagination
clamour	dichotomy	discourse	dismiss
inherent	legitimately	permeate	psychic
immolations	naïve	aura	consciousness
isomorphism			stereotype
correspondence	discrepancies	culmination	perpetuated
cognitive	constitutive		subsume

Today's media has an _____ (inherent/perception) problem of spreading _____ (psyche/myths/discourse) to confuse people who are _____ (linguists/naïve) and fall into the trap of believing in information that is full of _____ (immolations/dichotomy/discrepancies). Such misinformation causes _____ (correspondence/culmination/irreparable and irreversible) damage to the democratic fabric of the country. The lies _____ (perpetuated/ permeate) by the media houses effect mass _____ (aura/consciousness) and often lead to the formation of a false narrative.

ii. List some words from the box which fall into each of these word categories:

Adverbs:

Nouns:

Adjectives:

Verbs:

iii. Change the form of the following words as indicated in the bracket:

1. Perception (convert to a verb)
2. Legitimately (convert to an adjective)
3. Prescriptive (convert to an adverb)
4. Myth (convert to an adjective)
5. Immolations (convert to a verb)

b. Read and Analyse

Read and analyse the Op-Ed from The Hindu written by Prof. Ramakant Agnihotri—a linguist and a scholar who has worked on languages for decades.

Stories they tell about languages

Rama Kant Agnihotri

The idea that a tongue spoken by a large number of people across a territory is 'pure' and therefore must not be changed is wrong

Our **perception** of language, formulation of language policies and their implementation, and our attitudes to other languages are all almost invariably polluted by the **myths** about language that we effortlessly inherit, nourish and transmit to our subsequent generations; we make sure that the damage is **irreparable** and **irreversible**. As long ago as 1620, Francis Bacon in his celebrated *Novum Organum* warned us against the idols of the 'Cave, Tribe, Theatre and the Market Place' that impede any scientific enquiry. However, we persistently refuse to listen to him. Unless some major steps are taken at the school and college levels, and the study of language is brought out of the **clutches** of traditional **prescriptive rote-learned grammar** to be replaced by a scientific study of language, the future will continue to be what the present is and the past has been. We will continue to neglect the languages of children and the community; the levels of silence will continue to increase in classrooms; the **clamour** for English will become more intense, privileging a handful and neglecting the majority on the margins. Yes, there is something inherently wrong with the formulation 'minorities on the margins'; those minorities constitute the majority of our population.

Dialects

One such myth concerns the language/dialect **dichotomy**. **Linguists** who work on the science of language use these terms with the awareness that these are related varieties which are equally systematically organised at the levels of sounds, words, sentences, meaning and **discourse**. They are fully aware that what is one language today may become two languages tomorrow (mark the cases of Hindi and Urdu emerging from Hindustani or Serbian and Croatian from Serbo-Croatian) or that mothers may come to be called daughters (or dialects) as is the case with languages like Braj, Maithili, Awadhi, Bhojpuri, etc., which people without even a moment's thought **dismiss** as dialects of Hindi. They are not even aware that not so long ago great poets considered it below their dignity to write poetry in Hindi; they would rather write in Braj. Moreover, linguists are also aware that what are pidgins and creoles of today may become standard languages of tomorrow and vice versa. Standardisation is a socio-political process that takes a particular variety through the process of codification and elaboration through grammars, dictionaries and reference materials of different kinds. Any variety given that opportunity has the **inherent** potential to become what we will **legitimately** call a 'standard language'.

Returning to what Bacon said there are also idols of the cave that individuals nourish in their minds because they would love to see things as they think they ought to be rather than as they are. Since such myths **permeate** almost every individual mind, they become a part of our **social psyche**. People who have never bothered to read the Constitution of India claim **vehemently** that Hindi is our national language. Our Constitution was a product of intense Constituent Assembly Debates (CAD), particularly in the case of

language. Following the CAD, several provisions regarding language were made in the Indian Constitution. Articles 343-351 of part XVII and the 8th Schedule deal with issues of languages of the country. Hindi is the official and not the national language of the Union and English continues to be our associate official language. And yet, most people and several of our books declare Hindi to be our national language. It took 66 deaths and two self-immolations in the anti-Hindi student agitation of Tamil Nadu for the government to realise that a language could not be imposed on any people against their wishes and that repression of a student movement would automatically involve parents, teachers and the whole community. English was assured the status of the Associate Official language in 1965. Resolving the issue of national language by having official languages instead was a stroke of striking genius. Still, the myth of a national language (Hindi) dominates the Indian psyche.

Consider the case of the 8th Schedule of our Constitution. Ask anybody what it is called. The stock answers would include: 'Indian languages; National languages of India; Regional languages of India; Official languages of the State' among others. It is just called: Languages. The 8th Schedule started with only 14 languages; soon Sindhi had to be included and now it has 22 languages and still remains an open list. Languages (hitherto dismissed as dialects or minority/tribal languages or dehati, etc.) like Konkani, Manipuri, Bodo, Nepali, Dogri and Santhali among others would have never made it to the list but for the wisdom of our Constitution makers. They could indeed rise above the traditional myths. This rather naïve looking listing was simply a stroke of 'raw genius' as it built another bridge between the multi-linguality of India and identity of groups of people. Since it was an open list, more could be added to it; the inclusion, on the one hand, would cost almost nothing to the State in financial or administrative terms but lend a distinct aura to the language to be included, on the other.

'Perfect' Sanskrit

Another linguistic myth that dominates the Indian consciousness is that there is indeed something special about Sanskrit; it is a perfect language, spoken with perfection and written in a perfect script. Furthermore, many people believe that it is the mother of all the languages of the world; most are certain that it is the mother of at least all Indian languages. There is of course no doubt that all Indo-Aryan languages like Bangla, Gujarati, Marathi, Hindi, Punjabi, etc., descend directly from Sanskrit; but it is equally true that languages of the Tibeto-Burman family in the North-East, languages belonging to the Dravidian family in the South and Munda languages of different tribes across India have very little to do with Sanskrit. Many of them of course borrow extensively from Sanskrit just as languages of the Indo-Aryan family borrow from others but that does not, by any stretch of imagination, make them daughters of Sanskrit.

Yet another major stereotype concerns the relationship between sound and script. Once again, Devanagari is considered superior to other scripts; Sanskrit, people say, is written in it, both the language and the script coming as it were from the gods

themselves, and there is thought to be perfect **isomorphism** between sound and script here. Little do people realise that Sanskrit is actually written in over 14 scripts and can potentially be written in any script of the world with some minor changes. There is then no inherent relationship between sounds and scripts. We can easily invent a completely new script for any language in a couple of days. It should be common sense to appreciate that any set of people who sit down to evolve a new script for a given language would not do anything less than developing a **systematic correspondence** between sounds and script symbols. It should also be obvious that over a period of time, serious **discrepancies** would develop between the spoken and the written language simply because speech changes much faster than the written word. There are also several other socio-political and cultural reasons to keep the script intact; on the other hand, there is little we can do about the constantly changing speech. Such are the idols of the theatre that are created by a set of scholars with limited learning or with specific agendas.

The **culmination** of such myths takes place in the concept of “a pure standard language (say X)”, a concept cherished and **perpetuated** by great scholars and accepted, no wonder, by society at large including teachers and parents. Who represents this X best, say in English: Chaucer, Shakespeare, Milton, Shaw, Keats or Eliot? Who embodies it best in Hindi: Prem Chand, Prasad, Dwivedi, Renu or Kedar Nath Singh? Or where in India or abroad is standard Hindi spoken? Think hard. You may soon arrive at the accurate answer that except for a handful of streets in, say, Meerut or Allahabad, nowhere. People speak Bhojpuri, Awadhi, Maithili, Braj and their varieties over large tracts but that standard Hindi (for that matter any standard X) is ‘spoken over a large area, has a unique script, is grammatical, has a rich literary tradition behind it’ is the kind of myth we need to fight if we wish every human being in the world to live with a sense of dignity.

Way Forward

How do we go about this project? In our schools, normally from Class two, at least 2-3 classes are devoted to grammar of, in the case of many parts of north India, Hindi, Sanskrit and English. This is true across the country, though the names of the languages change. And yet, by the end of 10-12 years of such teaching, children hardly understand anything about the nature and structure of language, and myths about language continue to get **perpetuated**. It is now eminently possible to replace these classes by the scientific study of language which would **subsume** grammars of different languages. This will also be the child’s first introduction to the methods of logical enquiry. All data is present in the minds of children and they have the **cognitive potential** to classify, categorise and analyse, and formulate generalisations. They just need the right kind of guidance. No costs involved except hiring linguistically trained teachers or training existing faculty in the science of language. Given that language is **constitutive** of our identity and all knowledge is eventually constructed through language therefore the importance of this project can hardly be overestimated.

(The author retired as Professor and Head, Department of Linguistics, University of Delhi.)

<https://www.thehindu.com/opinion/lead/stories-they-tell-about-languages/article4747023.ece>

Based on our understanding of the above article, we can highlight the **following as defining features of an argumentative text:**

- ☑ It expresses a writer's viewpoint on an issue and is supported by facts, figures and evidence.
- ☑ A writer may choose to write it when he/she passionately feels about an idea/issue or an event and wishes people to see his/her point of view.
- ☑ It is usually written to convince people to become aware of or to concede to the writer's views.
- ☑ It requires building a structure to your points, carefully planning your paragraphs and skilful presentation.
- ☑ The tone is strong and impactful but not offensive.
- ☑ It involves research work such as collecting necessary information or data from reports, surveys, documentaries etc; interviewing people, citing historical facts etc.

Let us re-read the article and closely analyse it on the following lines:

- Title and subtitle
- His overall argument: thesis statement
- Evidence used to support his argument
- Tone, style and audience
- Use of allusion as a technique to persuade readers (Eg. Francis Bacon)
- Instances of backtracking and its effect
- **Title and subtitle**

The title '*Stories they tell about languages*' is provocative.

The sub-title: The idea that a tongue spoken by a large number of people across a territory is 'pure' and therefore must not be changed is wrong

Note that the sub-title makes a strong claim which you as a reader hope to engage with in the article.

- **Author's overall argument: thesis statement**

The first paragraph (also known as lead) contains the thesis statement or the main/overall argument of the author.

Look at the first sentence of the article (also the thesis statement)

Our perception of language, formulation of language policies and their implementation, and our attitudes to other languages are all almost invariably polluted by the myths about language that we effortlessly inherit, nourish and transmit to our subsequent generations; we make sure that the damage is irreparable and irreversible.

The author states that we are unaware of the facts of language and most often our perception of language and our language policies are driven by myths. The supports this claim by providing evidence of such myths.

- **Reasons and evidence to support this argument**

The writer presents the popular myths and debunks them one by one thereby proving that our common beliefs about languages are flawed (as stated in this thesis statement).

Myth 1: One such myth concerns the language/dialect dichotomy.

Myth 2: Hindi is our national language.

Myth 3: Consider the case of the 8th Schedule of our Constitution. Ask anybody what it is called. The stock answers would include: 'Indian languages; National languages of India; Regional languages of India; Official languages of the State' among others. It is just called: Languages.

Myth 4: Perfect Sanskrit

Myth 5: Yet another major stereotype concerns the relationship between sound and script

- **Tone, style and audience**

While reading or writing critically it is very important to be aware of the audience. Op-Eds are generally read by an audience that is critically aware of current issues and are interested to debate and discuss urgent issues. If we note the tone and style of writing, we observe that the writer has adopted a critical and argumentative tone. At times, the writer even adopts a tone of collective blame and failure to provoke the audience to think about the issue critically. His style is sharp and precise.

- **Use of allusion as a technique to persuade readers (Eg.Francis Bacon)**

Allusion —A figure of speech which makes brief, even casual reference to a historical or literary figure, event, or object to create a resonance in the reader or to apply a symbolic meaning to the character or object of which the allusion consists. For example, in the above Op-Ed, the writer refers to Francis Bacon and his four idols of mind to help readers understand the need for scientific inquiry of language and the dangers of irrational thoughts. This technique is used in the first paragraph to grab the attention of the reader.

(For more information on this reference to Francis Bacon, please read further:

<https://fs.blog/2016/05/francis-bacon-four-idols-mind/>)

- **Instances of backtracking and its effect**

The reference to Francis Bacon's idols of mind runs as a common thread to the whole piece. Agnihotri constantly goes back to this reference to make certain connections for the reader.

Backtracking is a way to refer to something that you have mentioned earlier in your speech/writing. It helps to bring cohesion and make internal connections between ideas.

c. Features of an Op-Ed

Let us now look at the main features of an Op-Ed:

An effective Op-Ed employs different ways to address various ingredients of the **ABCDEF Formula**

- **Lead:** First paragraph which grabs the **Attention** of the reader and includes a **Billboard** which briefly sets up the context and highlights the importance of the issue
- **Context:** Unpacking the issue for the readers
- **Demonstrate:** Provide evidence to support the argument
- **Equivocate:** Describe counter arguments and then counter the counter arguments
- **Forward:** Indicate solutions, present a futuristic vision

Let us take a closer look at the first paragraph or the lead paragraph of the Op-Ed.

Overall argument/main thesis

Allusion: grabs **attention** of readers

Our perception of language, formulation of language policies and their implementation, and our attitudes to other languages are all almost invariably polluted by the myths about language that we effortlessly inherit, nourish and transmit to our subsequent generations; we make sure that the damage is irreparable and irreversible. As long ago as 1620, Francis Bacon in his celebrated *Novum Organum* warned us against the idols of the 'Cave, Tribe, Theatre and the Market Place' that impede any scientific enquiry. We persistently refuse to listen to him. Unless some major steps are taken at the school and college levels, and the study of language is brought out of the clutches of traditional prescriptive rote-learned grammar to be replaced by a scientific study of language, the future will continue to be what the present is and the past has been. We will continue to neglect the languages of children and the community; the levels of silence will continue to increase in classrooms; the clamour for English will become more intense, privileging a handful and neglecting the majority on the margins. Yes, there is something inherently wrong with the formulation 'minorities on the margins'; those minorities constitute the majority of our population.

Billboard sentences: sets the **context** and highlights the importance of the issue

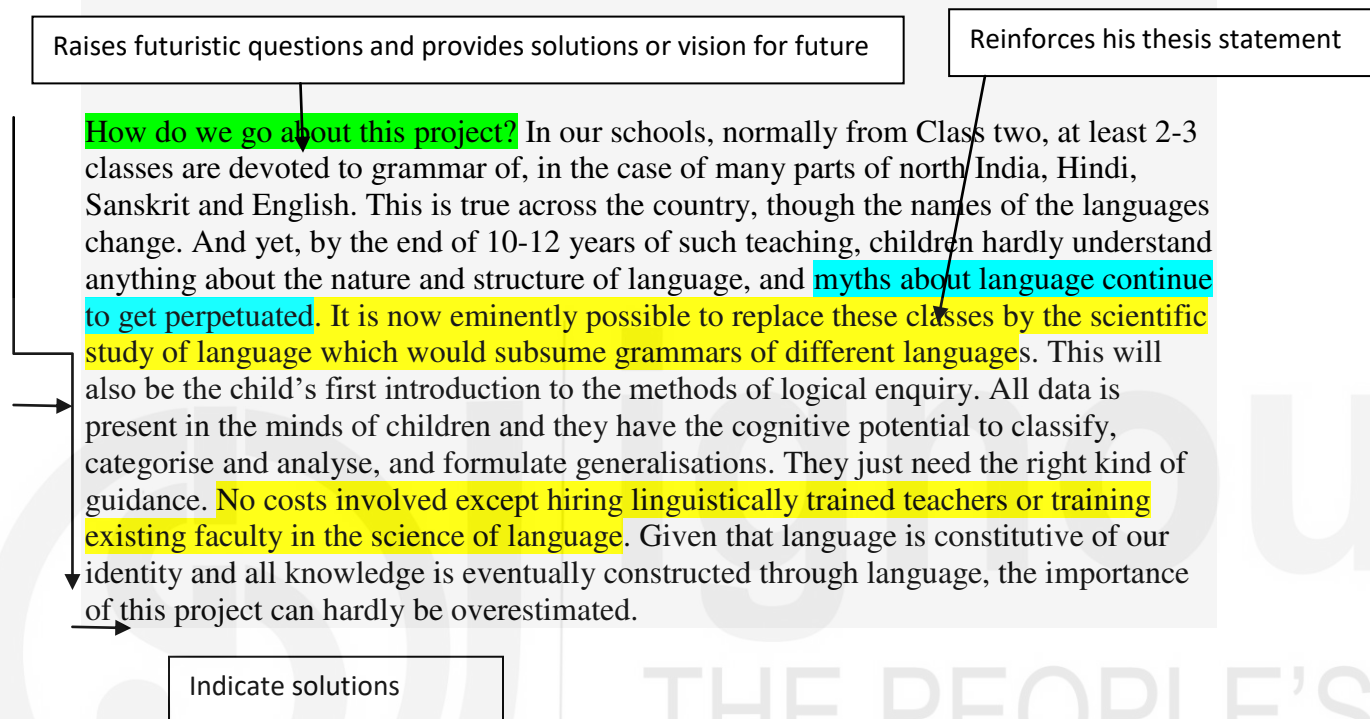
In the body paragraphs, we find the writer **demonstrates** his reasons.

In each of the body paragraphs the writer brings in the counter-arguments and counters them (**equivocates**). Look at the following paragraph, for instance:

The culmination of such myths takes place in the concept of "a pure standard language (say X)", a concept cherished and perpetuated by great scholars and accepted, no wonder, by society at large including teachers and parents. Who represents this X best, say in English: Chaucer, Shakespeare, Milton, Shaw, Keats or Eliot? Who embodies it best in Hindi: Prem Chand, Prasad, Dwivedi, Renu or Kedar Nath Singh? Or where in India or abroad is standard Hindi spoken? Think hard. You may soon arrive at the accurate answer that except for a handful of streets in, say, Meerut or Allahabad, nowhere. People speak Bhojpuri, Awadhi, Maithili, Braj and their varieties over large tracts but that standard Hindi (for that matter any standard X) is 'spoken over a large area, has a unique script, is grammatical, has a rich literary tradition behind it' is the kind of myth we need to fight if we wish every human being in the world to live with a sense of dignity.

Forward

- A good Op-Ed not only discusses the issue, takes a position and gives reasoned arguments but it also indicates solutions and presents a futuristic vision in the last paragraph.
- Let us take a closer look at the last paragraph of the Op-Ed



11.4 USING CONNECTORS FOR GOOD WRITING

A good argumentative piece uses connectors and phrases to bring coherence in writing. Connectors help us to make the relationships between ideas clear. They also help us to keep track of our logical progression of ideas and prevents readers from getting lost in the text.

Check your progress 4

Activity

- Look at the various strategies listed below and find 1-2 examples from the Op-Ed that you just read-- *Stories they tell about languages*.

Strategy	Examples and language structures/phrases/connectors
Backtracking	As previously stated..

(Going back to a previous idea)	As discussed in the beginning of the article... As signalled earlier... Let us return to ... As pointed out earlier... Examples from the Op-Ed:
Opposing ideas (Contrast and compare)	However,/ ...,however,... Nevertheless, In contrast, On the other hand, While Even though One can argue that Although Yet In spite of Despite of It can be argued that But Whereas (avoid repetition of <i>but instead choose from the other connectors</i>) Examples from the Op-Ed:
Adding similar ideas	What is more... In addition to... Apart from that... Furthermore, Besides.. Also.. Apart from this/that... Moreover, (Avoid repetition of <i>and...</i>) Examples from the Op-Ed:
Cause and Effect	As a result, Consequently In consequence Therefore, Hence,

	because (avoid beginning a sentence with <i>because</i>) (<i>Avoid so...</i>) Examples from the Op-Ed:
Transition of ideas	One major finding/evidence/advantage/disadvantage is... A further finding/evidence/advantage/disadvantage One study/theory in favour of... In the first place... (<i>not firstly</i>)/First of all... To start with... Secondly/Thirdly/Finally Another way... Examples from the Op-Ed:
Conclusion	To sum up... All perspectives considered... In conclusion.. On the whole... Above all... Moving towards a balanced view... Taking everything into account... Examples from the Op-Ed:

Check your progress 5 Activity

- b. The author uses certain techniques to foreground his arguments in the Op-Ed. Look at the table below and find examples from the Op-Ed to reflect on these strategies listed below:

Paragraphing: Topic sentence and supporting sentences	Sub-sections and sub-headings	Raising Questions
---	-------------------------------	-------------------

• Look at the first sentence of each paragraph... • Note the supporting sentences in each paragraph • Observe the structure of each paragraph • Note the logical progression of ideas from one paragraph to another..	What are some of the sub-headings in the Op-Ed?	Posing questions is a good way to engage readers. Does the author employ this strategy in the Op-Ed?
--	---	--

11.5 GUIDED WRITING: BUILD ARGUMENTATIVE PARAGRAPHS USING GIVEN CUES

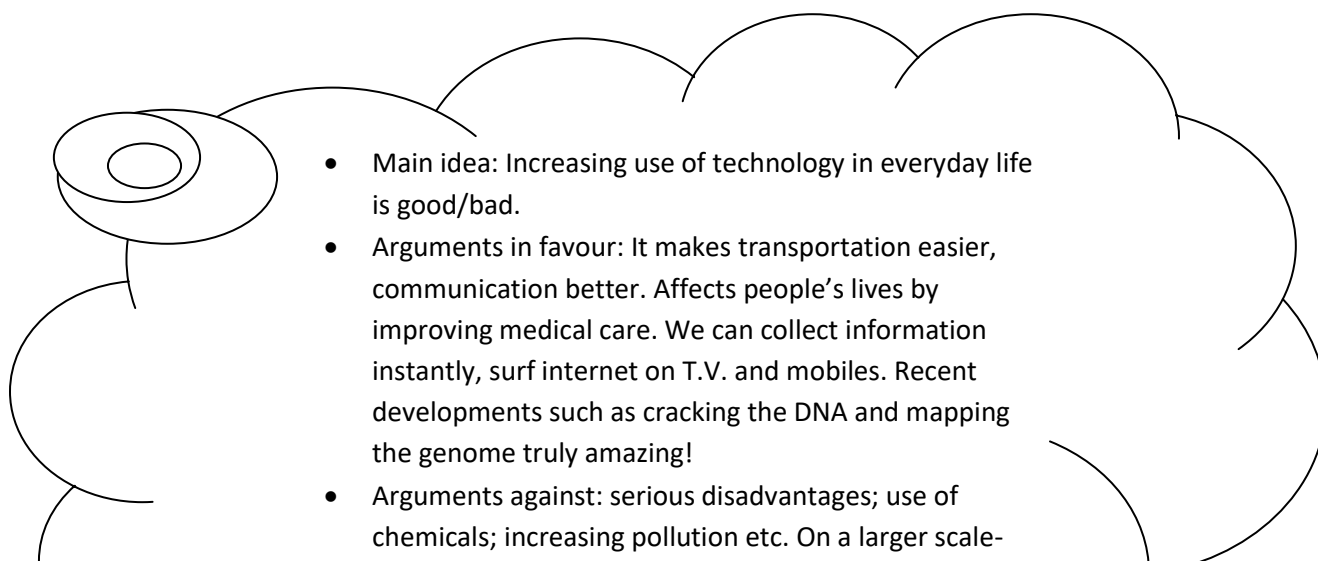
You are already familiar with the features of an argumentative text. Thus, in order to write a short argumentative paragraph on your own, remember:

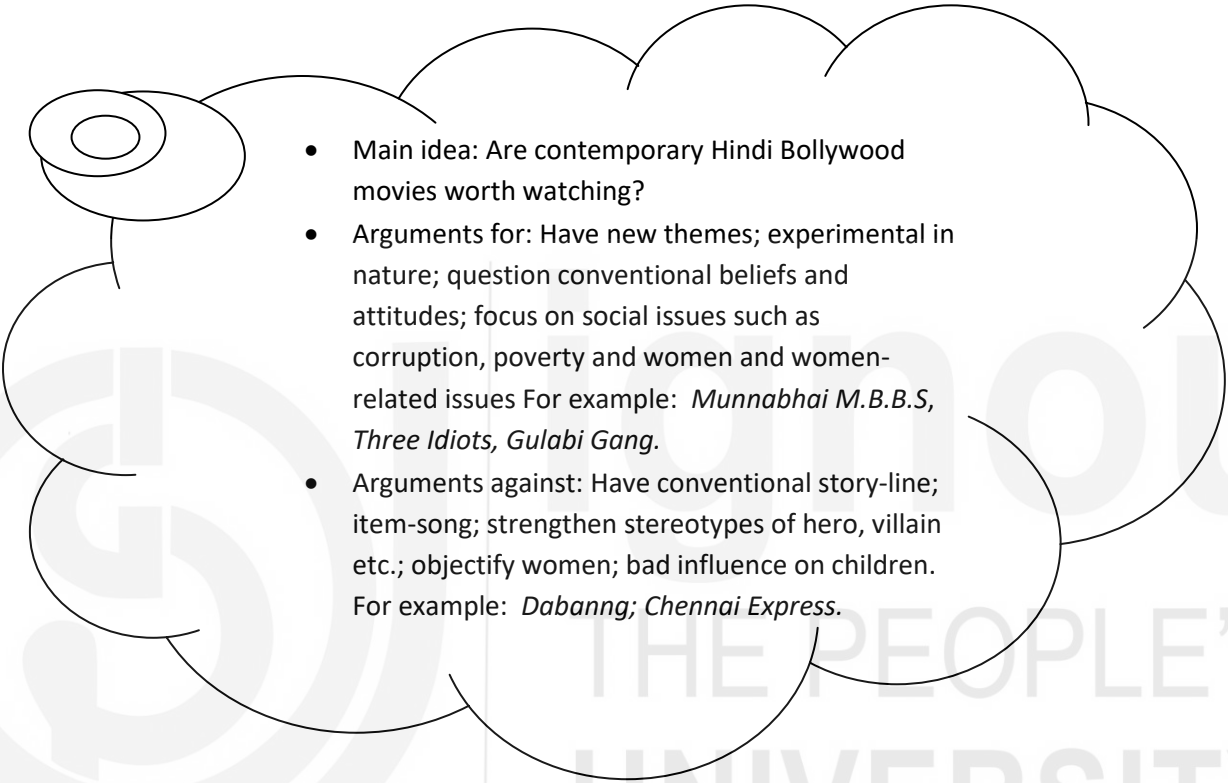
Write an introductory sentence that clearly introduces the topic and states your position.

- ☒ Build on your argument giving additional points supported with evidence.
- ☒ In order to make your argument convincing, elaborate using quotes, historical facts etc. wherever necessary.
- ☒ Reiterate your position/ viewpoint on the topic in your concluding sentence.

Check your progress 6

Given below are two bubbles with cues on two different topics. Build any one of them into an argumentative paragraph of about 150-200 words and give it an appropriate title. You may look at the sample answer once you have finished. If you feel motivated, attempt the other one as well!



- 
- Main idea: Are contemporary Hindi Bollywood movies worth watching?
 - Arguments for: Have new themes; experimental in nature; question conventional beliefs and attitudes; focus on social issues such as corruption, poverty and women and women-related issues For example: *Munnabhai M.B.B.S*, *Three Idiots*, *Gulabi Gang*.
 - Arguments against: Have conventional story-line; item-song; strengthen stereotypes of hero, villain etc.; objectify women; bad influence on children. For example: *Dabangg*; *Chennai Express*.

11.6 INDEPENDENT WRITING: MY OP-ED

Writing an argumentative piece requires researching, planning, reviewing, and editing.

Choose any recent issue/topic of your interest. Find out at least two-three Op-Eds on your chosen topic and read them critically. Make notes and observe the reasons, writing style and tone.

Now, plan your thesis statement---your main argument on the topic. Based on your research provide reasons and evidence to support your argument.

Check your progress 7:

Now, write an Op-Ed of about 500-750 words for a leading national newspaper to influence people's opinion on the topic. While your intended audience is not an academic one, they constitute a select few who wish to engage critically with current issues since Op-Eds are not read by every news reader. Your opinion article should present a clear argument and provide evidence to support the proposed argument.

Write at least two drafts before finalising your article. As you work through your drafts, keep the following elements in mind:

- Lead or introductory paragraph

The first paragraph is of paramount importance. Readers want to know—very soon—what's in it for them. Therefore, your lead must capture the reader immediately and force him/her to keep reading. It must cajole him/her with freshness, or novelty, or paradox, or humor, or surprise, or with an unusual idea, or an interesting fact/study, or a question. Anything will do, as long as it nudges your reader's curiosity. It must provide hard details that tell the reader why the piece was written and why he/she ought to read it (billboard). But don't dwell on the reason too much. Coax the reader a little more; keep him/her inquisitive. Your lead should have a hook, thesis statement and a billboard.

- Subsequent paragraphs

Continue to build. Every paragraph should amplify the one that preceded it. Give more thought to adding solid detail in the form of hard evidence to support your thesis and less to entertaining the reader. But take special care with the last sentence of each paragraph—it's the crucial springboard to the next paragraph. Try to give that sentence an extra twist of humor or surprise or a question. Make the reader smile or think and you've got him/her for at least one more paragraph. Do not forget to check if your supporting sentences are connected with the topic sentence of each paragraph. Also use various connectors to achieve coherence.

Add at least one paragraph (or two) before the conclusion to discuss the counter arguments and your attempt to counter the counter-arguments to strongly establish your thesis.

- Conclusion

Pay attention to your concluding paragraph. It must propose solutions, alternate ways of addressing the problem, a vision or plans for triggering change. You can end with a quote, raise more questions etc. You need to employ ways to ensure that you end on a note that sticks with your reader.

- Give a title, sub-title to your opinion article and organise your paragraphs into sub-sections. Come up with sub-headings for your sub-sections
- Raise questions to engage the readers
- Pay attention to your paragraphs
- Mechanics

Try to use active- verb style:

-Make active verbs activate your sentences, and try to avoid the kind that need an appended preposition to complete their work. Use precise verbs. Instead of writing, *Gandhi stepped down*

from Hindi Sammelan samiti, try and be precise in your writing. Did he resign? Did he retire? Did he get angry and leave? Be precise.

-Use of adverbs and adjectives: You will clutter your sentence and annoy the reader if you choose a verb that has a specific meaning and then add an adverb that carries the same meaning. The adjective that exists solely as decoration is a self-indulgence for the writer and a burden for the reader. The rule is simple: make your adverbs and adjectives do work that needs to be done.

Example: *The Constituent Assembly debates on language were politically charged.* (It is obvious that CAD debates would be politically charged). Instead use the sentence to initiate a discussion on the diversity of opinions. *The CAD debates reflect diverse viewpoints on the issue of language.*

-Little Qualifiers

Prune out the small words that qualify how you feel and how you think and what you saw: "a bit," "a little," "sort of," "kind of," "rather," "quite," "very," "too," "pretty much," "in a sense" and dozens more. They dilute your style and your persuasiveness.

11.7 LET US SUM UP

In this unit you have learnt how to read argumentative texts and identify various components of an argument and write argumentatively. An argument is different from an opinion. An opinion is a person's view on something but it becomes an argument only when it is systematically expressed and substantiated by evidence and reasons. A person may write an argumentative text when he/she feels passionately about an issue and wishes people to be aware of his/her viewpoint or to support his/her views. To write an argumentative piece, one requires planning, organization and research. One must plan one's arguments, arrange them systematically and support them with facts and reasons. We looked at Op-Ed as a genre to write opinion articles within an argumentative framework. To have an impact on your readers, it is important to craft a lead paragraph and plan your writing using connectors and logical flow of ideas and end with a futuristic vision or offering solutions. Remember that your position on an issue or a topic should become clear to the reader right in the beginning of the article through your thesis statement and it must be repeated while concluding your argumentative piece.

Answers:

Check your progress 1

Passage 1

Author's position is:

Koch contributed one of the most important methodological advances in the history of medicine. The passage supports this with information about the experiments conducted by Koch that were able to prove the germ theory of disease.

Passage 2

Author's position is:

Even young children can perform tasks considered too advanced for them, as long as these are set up in ways that make sense to them. The passage supports this by arguing that children perform better if the task is presented in a language they can understand.

Check your progress 2

Passage A:

This is an argument. The conclusion is that this is a good house. The supporting reasons are: spacious rooms, airy, garden view etc.

Passage B:

This is not an argument.

Passage C:

This is not an argument. There is no conclusion based on reasons provided by the writer.

Passage D:

This is a short one but it is an argument. The conclusion is that there must be a technical problem. The reason for this is that the flight is late.

Passage E:

This is an argument. Even if you do not believe in ghosts the conclusion is supported by various reasons such as rattling windows, banging doors, charged air and feeling of fear.

Passage F:

This is an argument. The conclusion is at the beginning of the passage: *Many people become literate later in life.* The supporting reasons are: Chandni and Ashok caught up later through adult classes; million od adults have improved their literacy skills.

Check your progress 4

Strategy	Examples and language structures/phrases/connectors
Backtracking (Going back to a previous idea)	As previously stated.. As discussed in the beginning of the article... As signalled earlier...

	Let us return to ... As pointed out earlier... Once again... Returning to... Examples from the Op-Ed: Once again, Devanagari is considered superior to other scripts; Returning to what Bacon said there are also idols of the cave that individuals nourish in their minds because they would love to see things as they think they ought to be rather than as they are.
Opposing ideas (Contrast and compare)	However,/,however,... Nevertheless, In contrast, On one hand.....on the other hand, While Even though One can argue that Although Yet In spite of Despite of It can be argued that But Whereas (avoid repetition of <i>but</i>) Examples from the Op-Ed: However, we persistently refuse to listen to him. And yet, most people and several of our books declare Hindi to be our national language. Since it was an open list, more could be added to it; the inclusion, on the one hand, would cost almost nothing to the State in financial or administrative terms but lend a distinct aura to the language to be included, on the other.
Adding similar ideas	What is more... In addition to... Apart from that... Furthermore,

	Besides.. Also.. Apart from this/that... Moreover, (Avoid repetition of <i>and</i>...) Examples from the Op-Ed: Moreover, linguists are also aware that what are pidgins and creoles of today may become standard languages of tomorrow and vice versa. Furthermore, many people believe that it is the mother of all the languages of the world;
Cause and Effect	As a result, Consequently In consequence Therefore, Hence, Unless.....,..... because (avoid beginning a sentence with <i>because</i>) (Avoid <i>so</i>...) Examples from the Op-Ed: Unless some major steps are taken at the school and college levels, and the study of language is brought out of the clutches of traditional prescriptive rote-learned grammar to be replaced by a scientific study of language, the future will continue to be what the present is and the past has been. Given that language is constitutive of our identity and all knowledge is eventually constructed through language therefore the importance of this project can hardly be overestimated.
Transition of ideas	One major finding/evidence/advantage/disadvantage is... A further finding/evidence/advantage/disadvantage One study/theory in favour of... In the first place... (<i>not firstly</i>)/First of all... To start with... Secondly/Thirdly/Finally Another... Examples from the Op-Ed:

	Another linguistic myth that dominates the Indian consciousness is that there is indeed something special about Sanskrit;
Conclusion	To sum up... All perspectives considered... In conclusion.. On the whole... Above all... Moving towards a balanced view... Taking everything into account... Examples from the Op-Ed: The writer raises a futuristic question to signal conclusion: How do we go about this project? None of the above phrases have been used by the author

Check your progress 5

The author uses certain techniques to foreground his arguments in the Op-Ed. Look at the table below and find examples from the Op-Ed to reflect on these strategies listed below:

Paragraphing: Topic sentence and supporting sentences	Sub-sections and sub-headings	Raising Questions
- Look at the first sentence of each paragraph... - Note the supporting sentences in each paragraph - Observe the structure of each paragraph - Note the logical progression of ideas from one paragraph to another...	What are some of the sub-headings in the Op-Ed? - Dialects 'Perfect' Sanskrit - Way Forward	Posing questions is a good way to engage readers. Does the author employ this strategy in the Op-Ed? - Who represents this X best, say in English: Chaucer, Shakespeare, Milton, Shaw, Keats or Eliot? - Who embodies it best in Hindi: Prem Chand, Prasad, Dwivedi, Renu or Kedar Nath Singh? - Or where in India or abroad is standard Hindi spoken? - How do we go about this

		project?
--	--	----------



UNIT 12 PERSUASIVE WRITING

Structure

- 12.0 Objectives
- 12.1 Warm Up: How good are you at persuading others?
- 12.2 Reading: Understand the meaning of persuasive texts through quotes and advertisements
- 12.3 Vocabulary: Use of some persuasive sentence starters
- 12.4 Grammar: Learn to use connectors II
- 12.5 Writing
- 12.6 Listening: Comprehension of the conversation between a salesperson and a customer
- 12.7 Speaking: Evaluate the persuasive techniques of the given write-up
- 12.8 Let us sum up
- 12.9 Answers

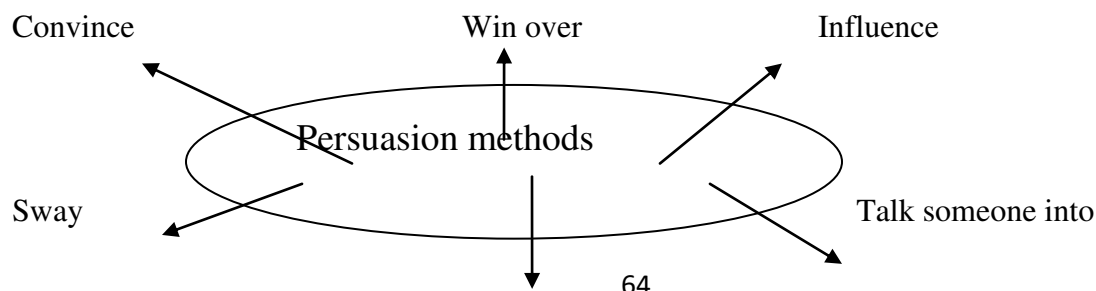
12.0 OBJECTIVES

In this unit you will learn to

- Identify important features of a persuasive text
- Differentiate between an argumentative and a persuasive text
- Recognize persuasive communication through words, visuals, catch lines, advertisements etc.
- Become aware of the persuasion techniques that we use in daily life
- Apply some persuasive sentence starters while communicating
- Use connectors effectively
- Write persuasive punch lines
- Design a persuasive write-up
- Discuss persuasion techniques

12.1 WARM UP: HOW GOOD ARE YOU AT PERSUADING OTHERS?

Look at the following persuasion methods. Most of us use them in our daily lives to convince others without being aware of this fact! Let us pause for a while and think.



Encourage

How often have you persuaded your family or friends to agree to your idea/decision? Did you succeed? Why/why not? Think of at least two instances and write down the details below:

Instance 1

Your idea/decision: -----
Person(s) you persuaded: -----
Succeeded or failed: -----
Reasons: -----

Instance 2

Your idea/decision: -----
Person(s) you persuaded: -----
Succeeded or failed: -----
Reasons: -----

12.2 Reading: Understand the meaning of persuasive texts through quotes and advertisements

a. Read the following quotations on persuasive communication:

To be successful when you speak to persuade someone to do something you must convey to the other person 'what's in it for them'. Explain the benefits to them of what you are presenting.

If you would persuade, you must appeal to interest rather than intellect.

Benjamin Franklin

People don't buy for logical reasons, they buy for emotional reasons.

Zig Ziglar

The above quotations raise three important questions about persuasive communication. Can you answer them?

Activity 1

1. What should an effective persuasive communication convey?

.....
.....

2. In order to effectively persuade, what should one appeal to?

.....

.....
3. Why do people get persuaded to buy someone's argument or any product/service?
.....
.....

Now look at the following advertisements carefully and answer the questions that follow.
Remember there are no right or wrong answers.

Advertisement 1

The advertisement for Neropure features a family of four (a mother, father, and two children) lying on a floor, smiling and looking at the camera. To their right is a large, cylindrical, stainless steel insulated tank with the Neropure logo. Below the family, there are four circular icons representing different benefits: a heart for 'HEALTHY ALTERNATIVE TO PLASTIC', a thermometer for 'THERMAL PROTECTION', a clock for 'LONGER LIFE SPAN', and a broom for 'NO FREQUENT CLEANING'. To the right of these icons are five small images of the tank in different colors: green, white, blue, red, and grey, labeled 'Color Options'. The text at the top left says 'I ♥ my children... ...I ensure their good health at all costs'. The top right corner has the Neropure logo and 'Stainless Steel Insulated Tank'. The bottom section contains detailed information about the tank's grades, finishes, and contact details.

I ♥ my children...
...I ensure their good health at all costs

neropure
Stainless Steel Insulated Tank

HEALTHY ALTERNATIVE TO PLASTIC THERMAL PROTECTION LONGER LIFE SPAN NO FREQUENT CLEANING

Color Options

Neropure stainless steel Insulated tanks for your Health & Comfort.
Available Grades for Inner Shell : SS304 / SS316
Available Finishes for Outer Shell : Stainless Steel (mirror or matte) / Aluminium Zinc Alloy Coated Steel (4 colours) / Aluminium Stucco

CALL : 91 85068 17133 | WWW.NEROPURE.COM | SMS NERO TO 53030 |

• New Delhi: 9810253513, 011-26218491 / 9910009059
• Ghaziabad: 9811289328, 0120-4111250 • Gurgaon: 9811113752

Taken from Delhi Times, Times of India, 21 March, 2014

Activity 2

1. What is the main reason for promoting stainless steel insulated tanks in this Neropure advertisement?

.....
.....

2. What are some of the features of Neropure tanks highlighted in the advertisement?

.....
.....

3. Do the visuals in the advertisement contribute in making an impression on you? How?

.....
.....

Advertisement 2

Good Morning Delhi...

European 12 DAYS **हंगामा**
₹ 1,67,000/- P.P.
 First 100 Customers
 UK | FRANCE | ITALY | AUSTRIA | SWITZERLAND | GERMANY | HOLLAND | BELGIUM

Check Other Tour Operator's Inclusions
 Mt. Titlis, Jungfrau, Disneyland, UK Visa, Lunches, Dinners, All Inclusive

EUROPE Group Tours April to Sept. 2014

Affordable Europe 14 DAYS
₹ 1,81,000/- per person

Taste Of Europe 08 DAYS
₹ 99,999/- per person

Mauj Mazaa Masti 17 DAYS
₹ 2,18,000/- per person

Group Tours April to Sept. 2014

USA

Best of America 11 DAYS
₹ 2,15,000/- per person

Ultimate USA with Bahamas Cruise 18 DAYS
₹ 3,25,000/- per person

Canadian Rockies With Alaska Cruise 14 DAYS
₹ 2,90,000/- per person

EUROPE PRIVATE TOUR
 SMALL GROUPS 15 & ABOVE PAX

25% OFF SENIOR CITIZEN
 17 Days Europe Only on Airfare

Special Care For Diabetic & Heart Patient.
Special Discounts For Big Groups & Associations

Euro & USD rate will be charged as on the date of final payment. Choose the right number **43272727** 100 lines
 Customized tours available for Canada, Australia, Goa, Kerala, Kathmandu, Kashmir etc.
 Call To.. Book Now www.europegroupstours.org www.parasholidays.org
PARAS HOLIDAYS PVT. LTD.
 321-322, Gold Plaza Building, Gurudwara Road, Karol Bagh, New Delhi-110005.
 Tel.: 43272727, 41546941, 41546354, 41546355 Mob.: 9811268070, 9811103606
 For USA : 9811580420, Noida Off : 8527934040, E-mail: sales@parasholidays.org

Source: Delhi Times, Times of India, 21 March, 2014

Activity 3

1. In your opinion, what is the most attractive feature of this advertisement of Parasholidays Pvt. Ltd.?

2. The advertisement seems to offer a lot of discounts. Do you think that will impact the reader?

3. Compared to advertisement 1 of Neropure tanks, do you think the second advertisement carries more information? Does it look cluttered? Why/why not?

Based on our understanding of persuasive communication through the above quotations and advertisements, let us jot down some important features of a persuasive text.

Important Features of a Persuasive text

- The goal of a persuasive text is to compel the readers to agree to the writer's viewpoint on a subject/issue.
- There is usually no burden of proof on the writer of a persuasive text; he/she usually makes claims based on opinions without any evidence.
- The purpose of persuasive writing is to usually promote/sell an idea, product or a service.
- Examples of persuasive texts would include advertisements, posters, bill boards etc.
- It uses forceful and aggressive language to ensure that the reader agrees with the views of the writer.
- A persuasive text uses emotional language to appeal to customer's desires and needs. Common stylistic devices include exaggeration, repetition, rhetorical questions etc.

Are argumentative and persuasive texts similar or different?

What do you think? You have already read about argumentative texts in unit 3. According to you, are argumentative and persuasive texts similar? The answer to this question is No. Although many a times the two are considered synonymous yet there are subtle differences that distinguish the two. Let us look at the similarities and the differences between the two in the form of a table given below:

Argumentative and persuasive texts: A comparative analysis

Similarities	Differences
1. In both kinds of texts, the writer makes some kind of a claim.	1. An argumentative text is usually written to make people become aware of the writer's views on a subject and to convince them that his/her perspective is worth consideration among others on the topic. In a persuasive text, the writer aims at convincing the readers that his/her point of view is <i>the only</i> one and they must agree with it.
2. In both, the purpose of writing is to convince the readers to change their perception or attitude towards something.	2. In argumentative writing, a writer researches a topic and then takes a position but does not dismiss opposing positions. In persuasive writing, the writer identifies a topic and then takes on a particular side while dismissing other claims.
3. Both express the writer's viewpoint on a particular topic/issue.	3. While the argumentative text appeals to logical reasoning by citing evidence, the persuasive text appeals to readers' emotions.
4. Both require careful planning and skilful presentation.	4. An argumentative text is more balanced, requires more thoughtful presentation because the writer presents multiple

	viewpoints and then chooses his/her own stand. A persuasive text is largely opinionated and one-sided and the writer keeps on reiterating his/her perspective.
5. Both use strong and impactful style of writing.	5. The style of an argumentative text is strong, convincing and impactful. The style of a persuasive text is personal, passionate, emotional and aggressive.

12.3 VOCABULARY: USE SOME PERSUASIVE SENTENCE STARTERS

Activity 4

Look at the following sentence starters that are commonly used in persuasive communication. Use each one of them to write interesting sentences on any one of the themes given below:

1. Most people will agree that...
2. Obviously...
3. Here are three reasons why...
4. Of course we all know that...
5. Do you really think that...
6. Everyone agrees that...
7. The fact is that...
8. Imagine...

Themes

- Alcohol
- Corruption
- Child abuse
- Education of girl-child
-

12.4 GRAMMAR: LEARN TO USE CONNECTORS II

In unit 11, you learnt about the meaning and use of Connectors. Let us recapitulate and revise the information given in that unit. Connectors are words used to join words or sentences for varied purposes such as to introduce, sequence, order or contrast ideas etc. Some common connectors include *and*, *also*, *but*, *nevertheless*, *because* etc.

Activity 5

The following sentences contain wrong connectors that have been highlighted in each sentence. Rectify them by providing the correct connectors:

1. Radha is a poor girl. **Additionally**, she tries to spend whatever money she has on books.
2. She is worried for her mother's health. **On the other hand**, her mother has not eaten anything since morning.
3. **Significantly** India is a culturally diverse country yet this diversity is not respected by some people.
4. The students of this school are bright in academics **in spite of** in sports.
5. The thunderstorm last Tuesday was really devastating. **Next**, several trees were uprooted.
6. We will go to Mumbai **nevertheless** this month or the next.

Activity 6

Use the words/phrases given in the following grid to build a short paragraph using connectors. Also, given below is a *Help box* comprising some connectors that you may choose from. Look at the sample answer when you finish.

Grid 1	
Nature	
beautiful	caring
nurtures	provides means of living
respected earlier	now exploited
depleting resources	humankind callous
Man must relent	Nature might be wrathful

Additionally, and, also, as well, moreover, in addition, besides that, furthermore, not only...but, also, too, though, although, nevertheless, however, as long as, until and unless, as if, because, despite, in spite of

.....

12.5 WRITING

12.5.1 Designing catchy slogans

You must have observed that companies use short and attractive slogans about their products or services when they advertise through newspapers, magazines, billboards etc. What do you think is their objective behind doing so? **Look at some eye-catching punch lines/slogans given below:**

1. *Way of Life*- Maruti Suzuki
2. *Life is Good*- LG
3. *Drive the Change*- Renault
4. *Making More Possible*- ABN Amro Bank

5. *Born Tough*- Ceat Tyres
6. *An Idea Can Change Your Life*- Idea
7. *Isko Laga Dala to Life Zinga Lala*- Tata Sky
8. *Journalism of Courage*- The Indian Express
9. *Have a Break, Have a Kit Kat*- Kitkat chocolate
10. *No One Can Eat Just One*- Lays Chips

Activity 7

Now design short and catchy punch lines/slogans to help advertise a new type of:

- Healthy breakfast cereal
Name-----
Slogan-----
- Strawberry flavoured milk chocolate
Name-----
Slogan-----
- Comfort slippers
Name-----
Slogan-----
- Stylish leather purse
Name-----
Slogan-----

Remember that your slogan must:

- ☒ Be short, catchy and memorable
- ☒ Include a nice name for the product
- ☒ Reflect the main quality of the product
- ☒ Appeal to the customer so that they buy it

12.5.2 Write a promotional paragraph for a product

Activity 8

Suppose your company is launching a new product and there are several products already in the market. As a part of your promotional strategy, write a promotional paragraph to convince your clients why they should choose your product over others. Your product could be a soap, kitchenware or anything else. Compare and contrast your product with the ones already in the market and highlight its qualities to develop your promotional paragraph. Use the following hints to develop your piece:

- Think of an attractive name for the product.
- Explain how your product is different from other products in the market in terms of its features, quality, quantity, price etc.
- Capture the imagination, beliefs and attitudes of your potential buyers.
- Assert your claims by referring to surveys conducted by you.

- Endorse your product by writing about a famous personality who has liked your product and has something important to say about it.
 - Offer promotional schemes: discounts, freebies etc.
- Choose any product, write your paragraph and then look at the sample answer and compare.

Promotional write-up for a new product

.....

.....

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.....

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.....

12.6 LISTENING: COMPREHEND THE CONVERSATION BETWEEN A SALESPERSON AND A CUSTOMER

Given below is the text of a conversation between a salesperson promoting the sale of 'Nutrinew' pressure cooker and a customer interested in buying a pressure cooker. Ask two friends to read out the dialogues. Listen to the conversation and answer the questions given below. You may listen as many times as you require.

5.6 Listening text

Salesperson: Hello, Madam! Welcome to the concept of 'eat healthy, live healthy' brought to you by 'Nutrinew' range of pressure cookers with its unique feature of fat-free and waterless cooking.

Customer: Please explain its features and tell me how this pressure cooker is different from other cookers available in the market.

Salesperson: Madam, 'Nutrinew' pressure cookers have an in-built AMC feature that cooks food in its own moisture, ensuring retention of vital nutrients, flavour and appearance. In other pressure cookers, you need to add oil or water but not with Nutrinew range of pressure cookers. It has a tough exterior of stainless-steel body with a wide surface and a sturdy and fancy handle bar. It is available in different sizes and colours. Also, it has a special locking loop which has been introduced in India for the first time.

Customer: How many years' guarantee are you offering on it?

Salesperson: Madam, 'Nutrinew' cookers are guaranteed for five years but I can assure you that it will function smoothly for years without giving you any problem. Try it once Mam, I have sold five since morning.

Customer: What is its price?

Salesperson: Depends on the size of the cooker you choose to buy. The 1.5 litre cooker is the smallest and costs Rs. 1500 only.

Customer: That is expensive! Any other cooker of that size in the market will cost around Rs. 1000.

Salesperson: You are absolutely right mam. But just think for a moment why the 'Nurtinew' cookers are costlier. They retain the nutritional value of your food, promote oil-free cooking and save cooking time!!! Don't you think it would be a wise and healthy investment which will eventually repay its cost by saving on fuel costs?

Customer: Hmm... okay. I still think it is expensive. Are you not offering any introductory discount?

Salesperson: Madam, giving discounts is against the policy of the company but we are offering a free recipe booklet with the purchase of any 'Nutrinew' cooker. Also, we do offer a privileged customer scheme which you will find useful. Any customer who buys two 'Nutrinew' 'pressure cookers' together will be entitled to 15% concession on the M.R.P.

Customer: I see but I would like to try one product before trying the next. Please pack one 1.5 litre cooker for me in black colour. Do you give an extra safety valve and gasket like other pressure cooker companies do?

Salesperson: Of course, mam, they will be packed in the box along with the guarantee card, the instruction manual and the free recipe booklet.

Customer: Thank you!

Salesperson: You are welcome madam! I am sure you will be happy with this purchase but just in case you have any problem, please contact us and I can assure you of our prompt and sincere service.

Check your progress 1

1. Which slogan does the salesperson use to introduce 'Nurtinew' pressure cookers?

2. Apart from asking the salesperson to explain the features of 'Nurtinew' cookers, what else does the customer ask him?

3. Mention any two unique features of 'Nutrinew' pressure cookers that the salesperson describes.

4. How many years' warranty does the 'Nutrinew' cooker have?

5. Why does the customer find the price of the 1.5 litre 'Nutrinew' pressure cooker high?

6. How does the salesperson convince the customer to buy it despite its high price?

7. What is the privileged customer scheme?

8. Do you think that the salesperson is clever and smart? Why?

9. Does the customer in this conversation come across as an intelligent and aware buyer? What makes you think so?

12.7 SPEAKING: EVALUATING PERSUASIVE TECHNIQUES

Activity 9

Look at the following persuasive write-up for a range of unadulterated, natural food products. Do you like it? Why/why not? Do you think it contains good promotional techniques? What makes you think so? Study its characteristics and discuss them with your study partner. Also share what each one of you liked the most about its style and find out your partner's response to it.

Grandma's Kitchen welcomes you to its 100% natural food products

'Good health means no compromise'

How often have you been cheated into eating packaged food that looks tasty but contains harmful ingredients and preservatives? Say no to unhealthy food by embracing the taste of Nature. Enter the world of unadulterated, preservatives-free, natural food products brought to you by Grandma's Kitchen International Ltd., an agribusiness company committed to serve you pure and fresh food products since 1979.

Enjoy a range of fresh and canned ethnic Indian snacks and sweets such as potato-fries, cheese cutlets, gulab jamun, rasgullas, milk, yogurt and much more with matchless quality and

affordable prices. We promise not only great taste but also freshness and purity! To know more about us and our products, contact your nearest food mart or visit us at our website www.grandma'skitchen.in because we know what health and fitness means!!!

12.8 LET US SUM UP

In this unit you learnt the meaning, characteristics and importance of persuasive communication. The objective of a persuasive text is to compel the readers to agree to the writer's viewpoint on a subject/issue. Persuasive texts are usually written to promote or sell an idea, product or a service. Advertisements, posters and billboards are some examples of persuasive communication. Though at the surface level, both argumentative and persuasive texts appear similar, there are some subtle differences between the two. The writer of an argumentative text builds his/her opinion with the support of facts and figures whereas there is no such responsibility associated with the writer of a persuasive text. A persuasive text appeals to the reader's emotions and uses passionate and assertive kind of language.

12.9 ANSWERS

Activity 1

1. What should an effective persuasive communication convey?

An effective persuasive communication should convey that it has something useful for the people it is addressing. Basically, it should answer the question 'what's in it for them?'.

2. In order to effectively persuade, what should one appeal to?

A persuasive communicator should appeal to people's interest rather than their intelligence.

3. Why do people get persuaded to buy someone's argument or any product/service?

People get persuaded to buy someone's argument, product or service when they get convinced emotionally rather than getting convinced logically.

Activity 2

Advertisement 1

1. The main reason for promoting stainless steel insulated tanks in this Neropure advertisement is good health.
2. Some of the other features of Neropure insulated stainless steel tanks highlighted in the advertisement are that they are a healthy alternative to plastic tanks; have a thermal protection; last longer and do not require cleaning very often.
3. Yes, the visuals in the advertisement contribute in making an impression on the reader. The picture is that of a caring mother who is concerned about her children's health and is

shown to be happily playing with them. This concept immediately reinforces the fact that Neropure tanks are healthy and safe to be installed. Also, pictures of coloured tanks look nice and suggest the range of colours that the buyer can choose from.

Activity 3

Advertisement 2

1. In my opinion, the most attractive feature of this advertisement of Paras Holidays Pvt. Ltd. is that this travel agency organizes different types of tours to many countries and can customize it according to the needs of the customer.
2. Yes, the advertisement seems to offer a lot of discounts and I do think that will impact the reader because we all want save money by buying products/services that are cheaper than the market price and are worth the money we spend.
3. Compared to advertisement 1 of Neropur tanks, I think this advertisement has a lot more information. Yes, it does look cluttered because there are details of different kinds related to tours, facilities, discounts etc. one after the other and the reader may miss out on quite a few.

Activity 4

Theme-Alcohol

1. Most people will agree that alcohol consumption is bad for health.
2. Obviously drinking alcohol makes a person die a slow death.
3. Here are three reasons why alcohol should be avoided at all costs - health, happiness and harmony.
4. Of course, we all know that people who consume alcohol end up with a lot of health issues in their life.
5. Do you really think that alcohol does any good to you?
6. Everyone agrees that alcohol should be banned in our country.
7. The fact is that there are no strict laws against alcohol consumption in our country.
8. Imagine the condition of a young, recently married woman who discovers that her husband is an alcoholic!

Activity 5

1. Radha is a poor girl. However, she tries to spend whatever money she has on books.
2. She is worried for her mother's health. Moreover, her mother has not eaten anything since morning.
3. Although India is a culturally diverse country, this diversity is not respected by some people.
4. The students of this school are bright in academics as well as in sports.
5. The thunderstorm last Tuesday was really devastating. As a consequence, several trees were uprooted.
6. We will go to Mumbai either this month or the next.

Activity 6

Grid 1

Nature is beautiful and caring. Additionally, she has been referred to as our mother since it nurtures our planet and supports it. Furthermore, it provides us a means of living. In earlier times, humans recognized nature's benevolence and worshipped her. However, due to their greed and selfishness, humans began to exploit nature. Moreover, they seem to be callous towards her depleting resources. If nature's exploitation does not stop, we may perish. Therefore, humans must relent, lest nature be wrathful and destroy humankind completely.

Activity 7

Healthoreal: Not just a tasty cereal!

Strawmil Blast: Indulge because you are worth it!

Queenofeet: Feet first forever; comfort and style together!

Eleganza: show-off in style!

Activity 8

Sample promotional paragraph for a product

Acnegon: An acne-free you!!!

Elle Skincare launches its herbal anti-acne face cream **Acnegon** with the goodness of vitamin E, aloe vera and turmeric that can help you get rid of acne in just fifteen days!!!

Tired of using available chemical face-creams in the market that claim to make you acne-free but do nothing? It is time you buy Elle's herbal **Acnegon** anti-acne face cream that penetrates the inner layers of the skin and nourishes your face with the combined formula of vitamin E, aloe-vera and turmeric powder.

A perfect choice for the girl of today, says Alia Bhatt, Elle's brand ambassador. Constant exposure to extreme weather conditions, dirt and pollution, damages your skin and cause ugly acne. Try Acnegon herbal cream and see the results in just 15 days! Easy to apply and quick to penetrate the skin, its herbal ingredients fight acne and keep your face moist and supple all day long without causing any harm!

An exclusive skin care product launched by Elle, a company that has become a household name ever since it was formed in 1974. Our motto is to innovate and inspire!
Acnegon herbal face cream is effective and economical!

Avail 100 gms for just Rs. 100/-

Avail Launch discount of 10% if you show this advertisement to the shopkeeper.
So, buy **Acnegon for an acne-free you!!!**

Check your progress 1

1 Which slogan does the salesperson use to introduce 'Nurtinew' pressure cookers?

Eat healthy, live healthy

2 Apart from asking the salesperson to explain the features of 'Nurtinew' cookers, what else does she ask him?

How are 'Nurtinew' pressure cookers different from other cookers available in the market?

3. Mention any two unique features of 'Nurtinew' pressure cookers that the salesperson describes.

It does not require oil or water for cooking. Also, the food cooks in its own moisture and therefore, retains its nutritional value.

4. How many years' warrantee does the 'Nurtinew' cooker have?

5 years

5. Why does the customer find the price of the 1.5 litre 'Nurtinew' pressure cooker high?

The customer finds the price of 1.5 litre Nurtinew cooker to be high because she is aware of the market price of other 1.5 litre cookers in the market and thinks it is costlier.

6. How does the salesperson convince the customer to buy it despite its high price?

The customer is convinced by the salesperson to buy it despite it being more expensive because it will benefit the health of her family and also cut fuel cost because it cooks fast.

7. What is the privileged customer scheme?

The privileged customer scheme is that any customer who buys two 'Nurtinew' pressure cookers together will get 15% discount.

8. Do you think that the salesperson is clever and smart? Why?

The salesperson in this conversation is clever and smart. He knows promotion techniques of convincing and winning over. For instance, when the customer finds the price of the cooker high, he immediately convinces her that nothing is too expensive when it comes to one's health.

9. Does the customer in this conversation come across as an intelligent and aware buyer? What makes you think so?

The customer is definitely an intelligent and an aware buyer. She knows the price and features of pressure cookers of other brands in the market; has negotiation skills to ask for some discount and buys after deliberation because she does not fall for the privileged customer scheme.

Activity 9

Look at the following persuasive write up for a range of unadulterated, natural food products. Do you like it? Why/why not? Do you think it contains good promotional

techniques? What makes you think so? Study its characteristics and discuss them with your study partner. Also share what each one of you liked the most about its style and find out your partner's response to it.

The given write up is quite impressive and according to me, contains good persuasive strategies. It begins on a personal note and emotionally connects with its readers by asking them to reflect on their apparently wrong eating choices regarding packaged food items. The write up indirectly emphasized that the available frozen food products in the market are tasty but unhealthy. Also, the write up uses eye-catching punch lines such as 'good health means no compromise', 'taste of nature' etc. that communicate its idea in a concise manner. It highlights the qualities of the food products in a short and crisp manner: "no preservatives, no artificial ingredients" etc. Moreover, it specifies that these products are affordable and will suit the budget of all kinds of people. Right at the outset, it summarizes the philosophy of the company and mentions the date of its inception so that the customers feel they can rely on its traditional old-age wisdom and practices. What I like the most about the style of this advertisement is that it is informative but not pushy. It cleverly mentions enough reasons for the customers to try the product but does not directly press on them to buy them.



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