

BENGALURU CITY UNIVERSITY



LINGUA FRANCA-III

Generic English Text Book

(Under the National Education Policy-NEP-2020)

**III Semester B.Sc/B.C.A/B.Sc. (FAD)/B.V.A and other courses coming under
the faculty of Science**

Chief Editor

Dr. Thandava Gowda T N

Editor

Dr. G. M. Murtheppa

PRASARANGA

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LINGUA FRANCA-III Generic English Text Book for III Semester **B.Sc/B.C.A/ B.Sc., (FAD)/B.V.A.**, and other courses coming under the faculty of Science has been prepared by the Members of the B.Sc. English Textbook Committee, Bengaluru City University (BCU).

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FOREWORD

LINGUA FRANCA-III Generic English Text Book for III Semester **B.Sc/B.C.A/ B.Sc., (FAD)/B.V.A.**, and other courses coming under the faculty of Science has been prepared by the members of the textbook committee of Bengaluru City University (BCU). This Text Book has been designed as per the model and guidelines of NEP 2020. It enriches students' '*Ability Enhancement*' to take on the communicative and creative challenges posed to the students in this competitive world.

I congratulate the textbook committee members for their yeomen service in preparing the teaching materials at such a short notice with dedication, commitment and innovative vision. They have also ensured quality and its teachability in every chapter of the workbook. I thank the Director of Bengaluru City University Press and their Staff for bringing out the book neatly and quickly.

I hope the teachers and the students will utilise the text skillfully and meaningfully to achieve the command over the language.

Prof. Lingaraja Gandhi
Vice-Chancellor
Bengaluru City University
Bengaluru-560001

PREFACE

LINGUA FRANCA-III Generic English Text Book for III Semester **B.Sc/B.C.A/B.Sc., (FAD)/B.V.A.**, and other courses coming under the faculty of Science, Bengaluru City University (BCU), has been designed to enable the linguistic skills and competence of undergraduate students. After implementing the New National Education Policy in Higher Education, it is also the first Text book on the NEP 2020 model under the faculty of Science.

The chapters have been selected keeping in mind the classroom requirements to hone the students' language skills and make them job and industry-ready.

I hope the students will make the best use of the materials given, with the assistance of the teachers, to equip themselves with linguistic skills. The teachers can use the Play, Speeches and exercises in the text book to test the learners' competence. I am sure the LSRW skills will be tuned and shaped with the help of the chapters provided. In the true sense, Generic English (L2) and Ability Enhancement Compulsory Course (AECC) have all the tools to enhance students' ability to use language with confidence and command.

I congratulate the members of the Text Book committee for bringing out this Text Book- **Lingua Franca III** woven with useful information on relevant topics of language learning. I thank the Director of Bengaluru City University Press and their Staff for bringing out the book neatly and on time.

Dr. Thandava Gowda T N

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MEMBERS OF THE TEXT BOOK COMMITTEE
B.Sc/BCA/B.Sc., (FAD)/B.V.A., and Courses coming under
the Faculty of Science (BCU)

Dr. G. M. Murtheppa
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Assistant Professor of English
Department of English
Government First Grade College
Yalahanka, Bengaluru-560064

Dr. Janardana J. B.

Professor and HOD
Department of Languages
Dr. NSAM First Grade College
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Ms. Santoshi B. R.

Assistant Professor
Department of English
Malleshwaram Ladies Association:
Academy of Higher Learning
Malleshwaram, Bengaluru-560003

Mr. Munianjinappa K

Assistant Professor
Department of English
IIBS College, Muthugadahalli
Jala Hobli,
Bengaluru North-562157

Dr. Narasimharaju K

BOS Member
Associate Professor and HOD
Department of English
R.C. College, Race Course Road,
Bengaluru-560001

Dr. Sapna G. S.

HOD and Associate Professor
Department of English
Seshadripuram College
Seshadripuram
Bengaluru-560020

Dr. Asma Fathima

Assistant Professor and HOD
Department of English
Abbas Khan Degree College for
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Bengaluru-560002

Ms. Sowmya M. A.

Assistant Professor
Department of English
Acharya Institute of Graduate
Studies, Soladevanahalli,
Bengaluru-560107

A Note to the Teacher

LINGUA FRANCA-III, Generic English Text Book for III Semester **B.Sc./BCA/B.Sc., (FAD)/B.V.A.**, and other courses coming under the faculty of Science, Bengaluru City University (BCU), has been designed under the model and guidelines of NEP 2020. It enhances students' '**Ability**' through English language skills and creative writing skills to tackle the challenges posed to them in the ecosystem of '**Pluralistic Culture and Multilingualism**'. It is the first Generic English Text Book on the NEP 2020 model. Generic English will be taught as L2 under Ability Enhancement Compulsory Course (AECC).

The teaching materials in the Text Book reflect the infinite sunspecks of language skills (LSRW). Keeping the language needs of the students and their level of learning in mind, the materials are designed to hone the language skills teaching **Receptive Skills** in **Unit I** through **Reading Skills**, a play; "*The Life of Galileo*" by Bertolt Brecht is included whereby Reading Skills as well as critical thinking may be enhanced; here, the focus would be more on Reading skills and creative writing; further, to enhance the **Receptive Skills** through **Listening Skills, Persuasive Speeches** by five outstanding and eminent speakers on various occasions and issues are included whereby the students have to listen to the speeches before coming to the classes where they will be having discussion discourse enriching their listening skills as well as their debating skills too; again teaching **Productive Skills** in **Unit II, Speaking Skills and Writing Skills** are taught through **Presentation Skills** whereby types of presentation skills are taught; to teach **Writing Skills, Types of writing, Business correspondence, Commercial writing** are included paving way to enhance the students' **Productive Skills**.

Further, each topic under **Receptive** and **Productive Skills** is defined with examples. Some sample exercises are solved in the Text Book to make learning the language easy and joyful. Need-based exercises/tasks are designed so that the students with the **minimum intervention** of the teacher can practise and learn the required language skills.

Each chapter begins with **Objectives** and **Pre-reading activities** whereby the teacher can draw the attention of the students towards the topic and the objective of the chapter by reinstating the language skills that the students are already exposed to. A model question paper has been given at the end of the Text Book for the guidance of teachers and students. **Formative Assessment Activities** like discussion/guidance for experiential learning are also included in the Text book.

The Committee places on record the support extended by **Prof. Lingaraja Gandhi**, the Honourable Vice-Chancellor of BCU for his insightful advice and suggestions. The Committee wishes to express gratitude to **Dr. Thandava Gowda T. N.** Chairperson, (UG/PG) Bengaluru City University and all the **BOS** members particularly **Dr. Narasimharaju K** and **Dr. Anitha Rao** for their steadfast support and timely inputs. We are grateful to the Staff of Prasara, Bengaluru City University Press, BCU, for their efforts in bringing out this Text book so neatly on time.

Last but not the least, I thank and appreciate the academic, creative, critical and teaching spirit of all the **Members of the Text Book Committee** for sharing their in-depth knowledge and teaching expertise with which **Lingua Franca-III** has been possible.

Dr. G. M. Murtheppa
Chairperson
Textbook Committee

COURSE OBJECTIVES

1. To enhance LSRW (Listening, Speaking, Reading, Writing) skills
2. To develop interpersonal communicative skills
3. To augment presentation skills
4. To critically analyze, interpret and appreciate literary texts
5. To sensitize about social, cultural, religious and ethnic diversities
6. To enable employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. To facilitate preparation for competitive examinations – UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

COURSE OUTCOMES

At the end of the course, the students will have

1. Acquired enhanced LSRW (Listening, Speaking, Reading, Writing) skills
2. Equipped themselves with interpersonal communication skills
3. Augmented presentation and analytical skills
4. Ability to critically analyze, interpret and appreciate literary texts
5. An awareness of social, cultural, religious and ethnic diversities
6. Facilitated employability in emerging sectors such as – content writers, interpreters, translators, transcribers
7. Acquired language skills for competitive examinations – UPSC/KPSC/IBPS/SSC/RAILWAYS/TOEFL/IELTS and others.

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Unit-1 Receptive Skills: Reading Skills and Listening Skills

CHAPTER - 1

READING SKILLS

THE LIFE OF GALILEO

- Bertolt Brecht

Objectives:

- **To enhance the ability to read and comprehend any discourse.**
- **To equip the students with Listening and Reading skills through reading and listening the dramas/plays.**
- **To make the students receptive to new content**

Pre-reading activities:

- **Have you read about Ptolemy and Copernicus and their theories?**
- **‘Conflict between Science and Theology results in the death of truth’.**
Discuss.
- **Freedom of thought, research and expression is a must for the scientist or any individual. Debate.**



BERTOLT BRECHT

Brecht, renowned German playwright was born in Augsburg in 1898. He studied science for less than a year at Munich University before he was called up in 1918 for service as a Medical Orderly in the First World War. He came back to Germany in 1919, that was defeated and badly disorganized. From the beginning, his sympathies were with the communists. He was against the rising Nazi movement. He was a creative artist more than a soldier and a politician. Like Shakespeare, Brecht was a man of the theatre from the beginning of his career. In 1920, he was a kind of dramatic adviser to a leading

Munich Theatre. He worked with some of the greatest and most original productions of the century. He produced several plays which always met with angry criticism because of their political pessimism. *The Three Penny Opera* in 1928 was an outstanding success. Brecht turned the play into a skit on Capitalist Society. It was both grim and gay. With catchy tunes and quotable phrases, Brecht celebrates the attitude of the unheroic ordinary man half exasperated, half amused and altogether disillusioned when times became too hard and political morality too low for too many years.

His next plays were pointedly communist. *Mother* (1932) is based on a novel by Maxim Gorky and was about a working-class woman during the Russian revolution. It was too effective for the Nazis, who came to power early in the following year. All of Brecht's work was banned in Germany and he and his family had to get out of the country.

In 1933, he settled in Denmark, but in 1939, when the Second World War was beginning, he got a visa for the United States and went there, travelling eastward so as to take a look at the USSR on the way. He lived in the USA till the war was over. In 1949, he came back to East Germany, and lived there for the rest of his life except for occasional visits abroad. In Berlin, he built up dramatic company **The Berliner Ensemble** to try his ideas of dramatic production. In 1954, the authorities gave him the use of a theatre to experiment. In 1956 just when his company had arranged a visit to London, he died in Berlin of coronary thrombosis.

Brecht wrote in German. All of his work has not yet been translated into English. He published a few books of poetry and one or two novels. But it is the plays that have made him internationally famous. Of these, perhaps the most celebrated are **The Life of Galileo, The Good Woman of Setzuan, Mother Courage and The Caucasian Chalk Circle**. These works talk of the theme of revolutionary

struggle. These creations are too full of human experience and sympathy to be doctrinaire tracts. They are not in the least like the conversational modern notion of a play for Brecht was full of new ideas about the writing and production of plays for our revolutionary age. 'Great' is a string word, not to be used lightly of a contemporary writer. Even, so many criticisms by no mean all of them communists don't think if anyone will take his place as the great dramatist of our century. In fact, Brecht's contribution to *The Theatre of Absurd* has left an indelible mark in the world of theatre.

The Life of Galileo: In nutshell

The Life of Galileo, a masterpiece of Bertolt Brecht, German playwright, was written in 1938. It was first enacted in 1943 in Zurich. The play records the tragic career of the Italian Mathematician, Philosopher and Astronomer Galileo Galilei. It throws light on the persecution, trial, threats and punishment by the Catholic Church for sharing his scientific findings with the world. The crux of the play is the **conflict between dogmatic religious belief and scientific truth**.

Brecht expresses his highly sympathetic attitude towards Galileo's perseverance in a battle against the Church. In fact, *The Life of Galileo* is a tribute to one of history's most impactful scientific minds that search for scientific truth that might have thought to liberate people from religious dogmas.

In the opening scene of the play, Brecht introduces Galileo as talking with his pupil, Andrea, who is the son of his housekeeper, Andrea Sarti. Andrea listens as Galileo probes the Ptolemaic assumption that the Earth is the centre of the universe. Galileo argues that it is time to dispose of obsolete scientific truths. He would like to replace them with new ones that accurately model reality. He also challenges Ptolemaic Physics, which holds forth the argument that the earth is a fixed object surrounded by movable ones.

At the outset, Andrea is unconvinced. He talks about Galileo's theories at school. This news soon comes to the attention of his mother, Mrs. Sarti. Mrs. Sarti worries that Galileo is distorting Andrea's concepts of reality, while neglecting his basic responsibilities and reality, such as staying out of debt.

In the following scene, Galileo makes public his telescope to the world. The invention is seen as merely a novelty by the general public. It ignites the minds of the scientific community. They understand it as a tool that can improve current models of the universe and ultimately educate the public. Thus, the plot then shifts to the night of January 10, 1610. Along with his colleague Sagredo, Galileo uses his telescope to observe the moon. They find out that the moon does not create any light of its own. It reflects light from the distant sun. This insight provides strong evidence for Galileo's theory that the Earth is not the centre of the universe. Galileo decides immediately to publish his findings for the benefit of science. But, Sagredo tells him that he will be perceived insane. Meanwhile, Galileo writes to Cosimo de' Medici, the Grand Duke of Florence who also happens to be the wealthiest man in Europe. He also tells him that he will name Jupiter's recently discovered moons after the Medici family.

The plot of the play shifts to Florence on the duke's invitation. Galileo and Andrea move to the Medici palace in Florence. When Galileo shows Cosimo the Copernican theory of the universe, Cosimo rejects it. Medici's own scholars tentatively reject the Copernican model. They take the side with the earlier Ptolemaic system of universe. To find out the truth in Galileo's invention, they invite the Vatican astronomer, Christopher Clavius to examine Galileo's findings regarding the universe.

Then the action of the play again takes place at Vatican's research centre, the Collegium Romanum in 1616. They finally accept Galileo's findings and the

accuracy of the Copernican model. The monks fear that the Church will lose credibility if the findings are made public. Further, Clavius continues to deny his researchers' conclusions. The Inquisition bans Copernican science in that year as heresy. Two Cardinals from the Church, Bellarmine and Barberini, ask Galileo to stop pursuing his theory. They argue that it is more important for people to rationalize the universe according to biblical ideas than to understand scientific reality. The Vatican puts a condition to Galileo that they will allow Galileo to study further if he does not publish his findings regarding the universe.

Later, Galileo stops researching for eight years to study mathematics. Meanwhile, he hears that a scientist by the name of Cardinal Barberini has been named the next Pope. He goes back to Astronomy for further research, assuming that he will now be protected. In due course, Galileo publishes his findings widely. There is rejuvenation in scientific thinking. The Church feels that it is losing its supremacy. The Church names him a heretic and many followers proclaim that he has brought an end to Christianity. Others believe that he has performed heroic acts by dedicating his life to science. They start openly to reject the Church's unscientific dogma. In 1633, Galileo attends the Grand Duke's reception though his daughter opposes his participation. She fears that they are in danger. In fact, her suspicion turns out to be true because the Duke arrests Galileo to be questioned in the Inquisition. Church threatens and warns Galileo. He is shown weapons and instruments. He publicly renounces his research to save himself. He has to remain as a prisoner for nine years, until 1642. Meanwhile, when he is in the prison, Andrea visits him. Galileo sends him off with two of his works, collectively called the *Discorsi*. Andrea reaches Holland with the forbidden books. The play ends as Andrea overhears children talking about a possible witch in their village. Demonstrating that he now believes in the value of scepticism,

Andrea interjects that it is scientifically impossible for a person to fly on a broom. Thus, Brecht portrays the plight of a scientist through the character of Galileo vividly and rationally.

Theme

To begin with what Andrea says in one of the scenes in the play, “*Science has only one commandment: contribution. And you have contributed more than any man for a hundred years* (Andrea, Scene 13), it is clear that in the course of research, many a time, a scientist may intentionally or unintentionally forget or beware of the impact of his inventions on society. When Andrea finds out that Galileo has been continuing his work, Andrea apologises for speaking ill about him. He lifts Galileo’s spirit by pointing out that his contribution to science matters more than his weakness in the face of the Inquisition. The play also explores the extent to which Galileo takes responsibility for the impact of his discoveries. He is so involved with finishing his work that he does not stop to consider what it might mean for the people in his life and how it can affect humanity as a whole. The play also discusses the sacrifices a scientist has to make in their personal life in order to bring progress to society. Although, at the end of the play, Galileo succeeds in finishing his work, he is imprisoned in his home and forced to do things against his will.

Beyond Acceptance

Brecht penetrates into the well of acceptance. He sets the spectators to go beyond what the world has accepted of the phenomenon. He makes Galileo say, “*The aim of science is not to open the door to infinite wisdom, but to set a limit to infinite error*” (Galileo, Scene 9). Galileo teaches his students this lesson after explaining to them why ice floats on water. Galileo struggles to bring progress to a country

that is so rooted in tradition that it sees progress as its enemy. Although some of the authorities of the Church, such as Cardinal Barberini and the scholar Clavius, understand that Galileo's findings are true and important. They refuse to make them known to the world because it would disrupt traditional beliefs. Tradition gives the church power to keep the masses ignorant. The church authorities think that scientific progress would lead to people questioning the traditional system, which is something the Church could not allow Galileo to achieve. However, the play shows that the power of human progress is so strong that it cannot be stopped: sooner or later, it will find a way out of the boundaries of tradition gradually.

Brecht also tries to prove that reason is the ultimate weapon against any oppression, be it the Inquisition or capitalist society. He believes that once the masses see the possibility of progress in a rational way, their uproar against the confines of the old ways would be unstoppable and unpreventable.

Freedom of Thought and Speech

The play can be studied as a volcano of Freedom of thought and speech. Galileo says, *"Someone who doesn't know the truth is just thick-headed. But someone who does know it and calls it a lie is a crook (Galileo, Scene 9).* While commenting on the scholar Mucius who wants to explain why he doesn't agree with Copernicus' theories about the rotation of the Earth. Galileo tells him that explaining why the truth isn't true is pointless. Freedom of thought and speech are important themes in *The Life of Galileo*. Galileo's speech is censored by the Church; he is not allowed to share his discoveries. Although he is technically allowed to think freely, he is repeatedly told that the work he's doing is wrong and that he shouldn't be doing it. By exploring the censorship of free thought and

speech imposed by the Inquisition, Brecht alludes to the censorship in his own time and country. He wrote *The Life of Galileo* right after he had fled Germany, being afraid of persecution. In the 1930s, Hitler was in power, and Brecht's works were banned.

The very important point is that this wasn't the only occasion when Brecht was faced with censorship. After he had written the play, from 1941 to 1947, when he was living in the United States, performances of Brecht's works were censored by Senator McCarthy's regime (known as McCarthyism). McCarthy introduced policies against people who were suspected of communist activities. Later, when Brecht went back to Germany, the political regime in the German Democratic Republic (East Germany) also censored his works.

Hence, the play may be studied as a conflict between the inventions in science and theology and also as a conflict between an established belief and scientific temperament.

The Main Characters in the play

The Character of Galileo

Galileo, the protagonist of the play was a teacher/lecturer at Padua University where he specialized in using Mathematics to prove astronomical models. Galileo was a robust man, full of energy and endowed with a contrarian nature. He was also a talented and engaging teacher with a knack for making complicated topics easy to understand. Though he was a devout Catholic, Galileo liked to question things, which antagonised the Catholic Church. The primary object of his questioning of the Aristotelian model, a centuries old doctrine that said that the Earth existed at the centre of the universe infuriated the Church. Galileo instead upheld the Copernicus' model, which placed the Sun at the centre of the solar

system with the Earth revolving around it. As the story unfolds, Galileo finds himself able to prove unequivocally that Copernicus was right, but he faces the difficult task of convincing the Church that centuries of religious teachings were wrong.

Galileo knew that if he went against the church, his research would also be smothered. He even feels that there would be research at all. If he is alive, he can prove his findings at a later stage. Moreover, Galileo was a man of tastes. He loved food, beauty and life itself. He had a daughter by name the Virginia who was supposed to be married to Ludovico. But he fails to arrange a marriage to his daughter. He does research persistently and publishes many papers. He dictates his research papers and books to his daughter as he loses his eye sight partially. When he was shown instruments, he recanted what he had researched openly. He was openly criticized by the scientific community across the world due to his recantation.

Virginia

Virginia, the daughter of Galileo Galilei, is loyal and caring to her father, regardless of the many ways that his actions negatively affect her throughout the play. Virginia is also loyal and faithful to the Catholic Church, no matter how her father's theories challenge its principles. Virginia becomes engaged to Ludovico and looks forward to her impending nuptials. She has an emotional attachment to Ludovico and is disappointed by their broken engagement. She has to remain with her father as a companion and caretaker. She prepares tasty food as desired by his father. In fact, she is the guiding star during his old age under the supervision of the church. She is an obedient daughter who is always at the service of her father and even helps him with his work.

Andrea Sarti

At the beginning of the play, Andrea Sarti is a small boy, the son of Mrs. Sarti who works as a housekeeper at Galileo's house. Galileo has taken him in as a student and an errand boy. As he grows up, Andrea takes on the role of an assistant and learns astronomy from Galileo. He is a diligent student of Galileo. He is shocked by Galileo's recantation. He leaves Galileo to pursue his studies elsewhere. Towards the end of the play, he returns to visit Galileo, who is under house arrest. Andrea regains his faith in Galileo when he discovers that the astronomer has finished another treatise in secret. Andrea is given the chance to carry on Galileo's legacy when he takes the book to another country for publication. He becomes the scientist who searches for truth. He encourages others to do the same with their own observations.

Sagredo

Sagredo observes astronomical phenomena with Galileo. He serves as an assistant in his scientific research. He comprehends their implications for the Catholic Church. He asks Galileo whether he should proceed with his findings, knowing that the church will not receive them well. He remains a faithful assistant to Galileo throughout his research, until Galileo recants his teachings.

Federzoni

Federzoni is a lens grinder for the telescopes that Galileo designed. He eventually becomes an assistant in Galileo's research. He participates in the research with Galileo. But he is not educated in the university manner. His inability to speak Latin (and his ability to comprehend astronomy) is one of the reasons that Galileo chooses to write in the common language. He is shocked and disappointed by

Galileo's recantation. He also feels betrayed by the astronomer's inability to defend his research.

Fulganzio, the little Monk

Fulganzio, the Little Monk, is a clergyman. He is the son of peasants. He is fascinated by Galileo's astronomical research. He assists Galileo on some of his projects. Even though he observes the same phenomena as Galileo and agrees with his finding, the Little Monk argues that the decree against Copernican cosmology is beneficial for the common people, whose lives would lose meaning without religion.

Ludovico Marsili

Ludovico Marsili is a young member of a noble Italian family. His mother wishes for him to broaden his education by studying science with Galileo. Thus, Ludovico engages Galileo as a tutor. Ludovico is not interested in science. He has little passion for it, but he maintains a relationship with Galileo and Virginia, with whom he eventually becomes engaged. Ludovico views the engagement as a mutually beneficial arrangement. Finally, he breaks the engagement when his relationship with Galileo becomes disadvantageous. Ludovico, as a nobleman loyal to the church, disapproves of Galileo's teachings. Moreover, he feels that Galileo's findings are a challenge to the teachings of the church and the social order.

Cardinal Barberini

Cardinal Barberini (1568–1644) is one of the two cardinals. He is tasked with delivering the Pope's decree against Copernican cosmology to Galileo. Cardinal Barberini sparks a friendly scientific debate with Galileo before Cardinal Bellarmine communicates the warning to Galileo. He is trained as a

Mathematician. He is interested in science. He supports Galileo's research, even in the first years after he is elected Pope Urban VIII. After Galileo's 1632 publication of a treatise that promotes Copernican cosmology, the now Pope Urban VIII acquiesces to the demands of his office. The pope reluctantly allows the Inquisitor to interrogate Galileo. He convinces Galileo to recant his theories.

Mrs. Sarti

Mrs. Sarti is Galileo's housekeeper. She is the mother of Andrea. Initially, she doesn't approve of Galileo teaching her son but she does remain loyal to her master throughout the play. She doesn't leave him, even when the plague breaks out in Florence. Mrs. Sarti is also a companion to Galileo's daughter, Virginia.

I Answer the following questions in about a page each.

1. Explain the opening scene of the play.
2. What is the relevance of *The Life of Galileo* in the current scenario?
3. How does Galileo explain the concept of research to Andrea?
4. Comment on "*Unhappy the land that has no heroes*" with reference to the play.
5. Why did the Catholic Church put Galileo on trial on heresy?
6. Why did Galileo recant?
7. Why does Ludovico refuse to marry Virginia?
8. Why was Andrea disappointed when Galileo recant?
9. "*A man like me can only get a halfway decent job done by crawling on his Belly.*" Explain.
10. *Men, animals, plants and the kingdoms of the earth get packed on a cart and driven in a circle round an empty sky.*" Discuss.

11. Comment on the irony that Brecht has adapted in the play.
12. The play revolves round the notion of truth verses fear. Discuss.
13. Conflict between religion and science is vividly portrayed in the play.
Elucidate.

II Answer the following questions in about two pages.

1. Sketch the character of Galileo.
2. Comment on the plot of the play.
3. Explain Brecht's craftsmanship of blending scientific temperament and theology in the play.
4. Consider Virginia as a loyal daughter to Galileo.
5. Freedom of research and freedom of expression is always curtailed by authority'. Explain with reference to 'The Life of Galileo'.

Reference:

Stock, A. G. The Life of Galileo, Oxford University Press, Delhi, 1992.

CHAPTER - 2

LISTENING SKILLS: PERSUASIVE SPEECHES

**1. Speech delivered by Dr. B. R. Ambedkar before the Constituent Assembly
Tuesday, the 17th December, 1946.**

Objectives:

- **To induce the spirit of speaking in public with confidence.**
- **To augment ideas to persuade and defend the topic in speech and to deliver in an approaching manner.**
- **To enhance the ability to construct speech writing by learning its structural elements.**
- **To sensitize the students about social, cultural, religious and ethnic diversities to harmonize the essence of unity in diversity.**

Approach to the Speech:

- **Why do people often feel the loss of words when they address the audience?**
- **Is it essential to comprehend the rationale before delivering a speech in public?**
- **Is speech truly delivered by being conscious of the audience?**
- **Discuss a few characteristics of a good speaker.**

About the Speaker:

Dr. B. R. Ambedkar



Dr. Bhim Rao Ramji Ambedkar, was an Indian jurist, economist, social reformer and political leader who headed the committee drafting the Constitution of India from the Constituent Assembly debates. He was born in

the Mahar family on 14th April, 1891, at Mhow cantonment, where his father served in the Army. He also served as Law and Justice Minister in the first cabinet of Jawaharlal Nehru, and inspired the Dalit Buddhist movement after renouncing Hinduism. Dr. B. R. Ambedkar graduated from Elphinstone College, University of Bombay and studied economics at Columbia University and the London School of Economics, receiving doctorates in 1927 and 1923 respectively. Dr. Ambedkar, perhaps India's most radical thinker, transformed the social and political landscape in the struggle against British Colonialism, by making the downtrodden politically aware of their own situation. Ambedkar's famous dictum to Dalits something that bears immense importance even today – **“Educate, Agitate and Organise”** is still lingering in the minds.

Background to the Speech Delivered by Dr. B. R. Ambedkar in the Assembly of the Constitution:

Introducing the Draft in the Constituent Assembly:

The Constituent Assembly of India prepared the Draft Constitution of India which is a sacrosanct document for us. Dr. Babasaheb Ambedkar, while introducing the draft Constitution as settled by the Drafting Committee, said, “...fulfilling of the ideas will ultimately depend on the spirit in which the leaders and administrators of the country implement this Constitution of ours and on the spirit in which they approach the vast problems that are being faced by us”.

First Day in the Constituent Assembly: The Constituent Assembly of India met for the first time in New Delhi on 9 December, 1946 in the Constitution Hall which is now known as the Central Hall of Parliament House at Eleven of the Clock. Decorated elegantly for the occasion, the Chamber wore a new look on that day with a constellation of bright lamps hanging from the high ceilings and also from the brackets on its walls.

Overwhelmed and jubilant as they were, the honourable members sat in semi-circular rows facing the Presidential dais. The desks which could be warmed electrically were placed on sloping green-carpeted terraces. Those who adorned the front row were Pandit Jawaharlal Nehru, Maulana Abul Kalam Azad, Sardar Vallabhbhai Patel, Acharya J.B. Kripalani, Dr. Rajendra Prasad, Smt. Sarojini Naidu, Shri Hare-Krushna Mahatab, Pandit Govind Ballabh Pant, Dr. B.R. Ambedkar, Shri Sarat Chandra Bose, Shri C. Rajagopalachari and Shri M. Asaf Ali. Two hundred and seven representatives, including nine women were present.

The inaugural session began at 11 a.m. with the introduction of Dr. Sachchidananda Sinha, the temporary Chairman of the Assembly, by Acharya Kripalani. While welcoming Dr. Sinha and others, Acharyaji said: “As we begin every work with Divine blessings, we request Dr. Sinha to invoke these blessings so that our work may proceed smoothly. Now, I, once more, on your behalf, call upon Dr. Sinha to take the Chair.”

Occupying the Chair amidst acclamation, Dr. Sinha read out the goodwill messages received from different countries. After the Chairman’s inaugural address and the nomination of a Deputy Chairman, the members were formally requested to present their credentials. The First Day’s proceedings ended after all the 207 members present submitted their credentials and signed the Register. Seated in the galleries, some thirty feet above the floor of the Chamber, the representatives of the Press and the visitors witnessed this memorable event. The All India Radio, Delhi broadcast a composite sound picture of the entire proceedings.

Dr. Sachchidananda Sinha was the first president (temporary chairman) of the Constituent Assembly when it met on December 9, 1946. Dr. Rajendra Prasad then became the President of the Constituent Assembly, and would later become the first President of India. The Vice President of the Constituent Assembly was

Professor Harendra Coomar Mookerjee, a former Vice-Chancellor of Calcutta University and a prominent Christian from Bengal, who also served as the Chairman of the Constituent Assembly's Minorities Committee; he was appointed Governor of West Bengal after India became a republic.

**Speech delivered by Dr. B. R. Ambedkar before the Constituent Assembly
Tuesday, the 17th December, 1946.**

The Constituent Assembly of India met in the Constitution Hall, New Delhi, at Eleven of the Clock, Mr. Chairman (The Honorable Dr. Rajendra Prasad) in the Chair. The members presented their credentials and signed the Register. The first to invite was the Honourable Mrs. Vijayalakshmi Pandit.

“Mr. Chairman, I am happy to welcome Shrimathi Vijayalakshmi Pandit after the great work she had been able to achieve in the International Conference in America. (Cheers). I am sure the whole House will join me in that welcome as is apparent from the cheering. (Audience in Applause). Is there any other member who wishes to sign the Roll? (None raised).

We shall proceed to the discussion of the Resolution and the amendments. I have got a long list of members who wish to speak. The list covers more than 50 names. I do not know how I can accommodate all the 50 speakers who have sent in their may. There may also be some others who wish to speak. I would therefore select according to me my own choice. I am not sure that, that may not cause complaint in some quarter or other, but I suppose that, that is the only way. I want to suggest to the speakers to be as brief as they can, because after all we have got to go through this work, finish this Resolution and take up other business. Sitting, as we are doing now for two hours a day, if every speaker takes 15 minutes, that means 6 days and if we sit both in the morning and evening, it means 3 days. I do not think we can afford so much time on this Resolution. I would therefore request the speakers to be as brief as they can without my fixing any time-limit. Ten minutes

may be taken as a reasonable limit. I would call upon Mr. Masani. (After Masani, Dr. B.R. Ambedkar in the Assembly)

Mr. Chairman, I am indeed very grateful to you for having called me to speak on the Resolution. I must however confess that your invitation has come to me as a surprise. I thought that as there were some 20 or 22 people ahead of me, my turn, if it did come at all, would come tomorrow. I would have preferred that as today I have come without any preparation whatsoever. I would have liked to prepare myself as I had intended to make a full statement on an occasion of this sort. Besides you have fixed a time limit of 10 minutes. Placed under these limitations, I don't know how I could do justice to the Resolution before us.

I shall however do my best to condense in as few words as possible what I think about the matter. Mr. Chairman, the Resolution in the light of the discussion that has gone on since yesterday, obviously divides itself into two parts, one part which is controversial and another part which is non- controversial. The part which is non-controversial is the part which comprises paragraphs (5) to (7) of this Resolution. These paragraphs set out the objectives of the Future constitution of this country. I must confess that, coming as the Resolution does from Pandit Jawaharlal Nehru who is reputed to be a Socialist, this. Resolution, although non-controversial, is to my mind very disappointing. I should have expected him to go much further than he has done in that part of the Resolution. As a student of history, I should have preferred this part of the Resolution not being embodied in it at all. When one reads that part of the Resolution, it reminds one of the Declarations of the Right % of Man which was pronounced by the French Constituent Assembly. I think I am right in suggesting that, after the lapse of practically 450 years, the Declaration of the Right % of Man and the principles which are embodied in it has become part and parcel of our mental makeup. I say they have become not only the part and parcel of the mental make-up of modern

man in every civilized part of the world, but also in our own country which is so orthodox, so archaic in its thought and its social structure, hardly anyone can be found to deny its validity to repeat it now as the Resolution does is, to say the least, pure pedantry. These principles have become the silent immaculate premise of our outlook. It is therefore unnecessary to proclaim it as forming a part of our creed. The Resolution suffers from certain other lacunas. I find that this part of the Resolution, although it enunciates certain rights, does not speak of remedies. All of us are aware of the fact that rights are nothing unless remedies are provided whereby people can seek to obtain redress when rights are invaded. I find a complete absence of remedies. Even the usual formula, that no man's life, liberty and property shall be taken without the due process of law, finds no place in the Resolution. These fundamentals set out are made subject to law and moralists. Obviously what is law, what is morality will be determined by the Executive of the-day and when the Executive may take, one view another Executive may take another view and we do not know what exactly would be the position with regard to fundamental rights, if this matter is left to the Executive of the day. Sir, there are here certain provisions which speak of justice, economic, social and political. If this Resolution has a reality behind it and a sincerity, of which I have not the least doubt, coming as it does from the Mover of the Resolution, I should have expected some provision whereby it would have been possible for the State to make economic, social and political justice a reality and I should have from that point of view expected the Resolution to state in most explicit terms that in order that there may be social and economic justice in the country, that there would be nationalisation of industry and nationalisation of land, I do not understand how it could be possible for any future Government which believes in doing justice socially, economically and politically, unless its economy is a socialistic economy. Therefore, personally, although I have no objection to the enunciation of these

propositions, the Resolution is, to my mind, somewhat disappointing. I am however prepared to leave this subject where it is with the observations I have made.

Now I come to the first part of the Resolution, which includes the first four paragraphs. As I said from the debate that has gone on in the House, this has become a matter of controversy. The controversy seems to be centred on the use of that word 'Republic'. It is centered on the sentence occurring in paragraph 4 "the sovereignty is derived from the people". Thereby it arises from the point made by my friend Dr. Jayakar yesterday that in the absence of the Muslim League it would not be proper for this Assembly to proceed to deal with this Resolution. Now, Sir, I have got not the slightest doubt in my mind as to the future evolution and the ultimate shape of the social, political and economic structure of this great country. I know to-day we are divided politically, socially and economically; we are a group of warring camps and I may go even to the extent of confessing that I am probably one of the leaders of such a camp. But, Sir, with all this, I am quite convinced that given time and circumstances nothing in the world will prevent this country from becoming one. (Applause): With all our castes and creeds, I have not the slightest hesitation that we shall in some form be a united people. (Cheers). I have, no hesitation in saying that notwithstanding the agitation of the Muslim League for the partition of India someday enough light would dawn upon the Muslims themselves and they too will begin to think that a United India is better even from them. (Loud cheers and applause).

So far as the ultimate goal is concerned, I think none of us need have any apprehensions. None of us need have any doubt. Our difficulty is not about the ultimate future. Our difficulty is how to make the heterogeneous mass that we have today take a decision in common and march on the way which leads us to unity. Our difficulty is not with regard to the ultimate; our difficulty is with regard to the

beginning. Mr. Chairman, therefore, I should have thought that in order to make us willing friends, in order to induce every party, every section in this country to take on to the road it would be an act of greatest statesmanship for the majority party even to make a concession to the prejudices of people who are not prepared to march together and it is for that, that I propose to make this appeal. Let us leave aside slogans, let us leave aside words which frighten people. Let us even make a concession to the prejudices of our opponents, bring them in, so that they may willingly join with us on marching upon that mad, which as I said, if we walk long enough, must necessarily lead us to unity. If I, therefore, from this place support Dr. Jayakar's amendment, it is because I want all of us to realise that whether we are right or wrong, whether the position that we take is in consonance with our legal rights, whether that agrees with the Statement of May the 16th or December 6th, leave all that aside. This is too big a question to be treated as a matter of legal rights. It is not a legal question at all.

We should leave aside all legal considerations and make some attempt, whereby those who are not prepared to come, will come. Let us make it possible for them to come that is my appeal.

In the course of the debate that took place, there were two questions which were raised, which struck me so well that I took the trouble of taking them down on a piece of paper. The one question was, I think, by my friend, the Prime Minister of Bihar who spoke yesterday in this Assembly. He said, how can this Resolution prevent the League from coming into the Constituent Assembly? Today my friend, Dr. Syama Prasad Mookherjee, asked another question. Is this Resolution inconsistent with the Cabinet Mission's Proposal? Sir, I think they are very important questions and they ought to be answered and answered categorically. I do maintain that this Resolution whether it is intended to bring about the result or not, whether it is a result of a cold calculation or whether it is a mere matter of

accident is bound to have the result of keeping the Muslim League out. In this connection, I should like to invite your attention to paragraph 3 of the Resolution, which I think is very significant and very important. Paragraph 3 envisages the future constitution of India. I do not know what is the intention of the mover of the Resolution? But I take it that after this Resolution is passed, it will act as a sort of a directive to the Constituent Assembly to frame a constitution in terms of paragraph 3 of the Resolution.

What does paragraph 3 say? Paragraph 3 says that in this country there shall be two different sets of polity, one at the bottom, autonomous Provinces or the States or such other areas as care to join a United India. These autonomous units will have full power. They will have also residuary powers. At the top, over the Provincial units, there will be a Union Government, having certain subjects for legislation, for execution and for administration. As I read this part of the Resolution, I do not find any reference- to the idea of grouping, an intermediate structure between the Union on the one hand and the provinces on the other. Reading this para in the light of the Cabinet Mission's Statement or reading, it even in the light of the Resolution passed by the Congress at its Wardha session, I must confess that I am a great deal surprised at the absence of any reference to the idea of grouping of the provinces. So far as I am personally concerned, I do not like the idea of grouping (hear, hear) I like a strong united Centre, (hear, hear) much stronger than the Centre, we had created under the Government of India Act of 1935. But, Sir, these opinions, these wishes have no bearing on the situation at all. We have travelled a long road. The Congress Party, for reasons best known to itself consented, if I may use that expression, to the dismantling of a strong Centre which had been created in this country as a result of 150 years of administration and which, I must say, was to me a matter of great admiration and respect and refuge. But having given up that position, having said that we do not want a strong Centre, and having accepted that

there must be or should be an intermediate polity, a sub-federation between the Union Government and the Provinces I would like to know why there is no reference in paragraph 3 to the idea of grouping. I quite understand that the Congress Party, the Muslim League and His Majesty's Government are not ad idem on the interpretation of the clause relating to grouping. But I always thought that, I am prepared to stand corrected if it is shown that I am wrong,-at least. It was agreed by the Congress Party that if the Provinces which are placed within different groups consent to form a Union or Sub-federation, the Congress would have no objection to that proposal. I believe I am correct in interpreting the mind of the Congress Party. The question I ask is this. Why did not the Mover of this Resolution make reference to the idea of a Union of Provinces or grouping of Provinces on the terms on which he and his party, was prepared to accept it? Why is the idea of the Union completely effaced from this Resolution? I find no answer. None whatever. I, therefore, say in answer to the two questions which have been posed here in this Assembly by the Prime Minister of Bihar and Dr. Shyama Prasad Mookherjee as to how this Resolution is inconsistent with the Statement of May 16th or how this Resolution is going to prevent the Muslim League from entering this Constituent Assembly, that here is paragraph 3 which- the Muslim League is bound to take advantage of and justify its continued absention. Sir, my friend Dr. Jayakar, yesterday, in arguing his case for postponing a decision on this issue put his case. If I may say so without offence to him somewhat in a legalistic manner. The basis of his argument was, have you the right to do so? He read out certain portions from the Statement of the Cabinet Mission which related to the procedural part of the Constituent Assembly and his contention was that the procedure that this Constituent Assembly was adopting in deciding upon this Resolution straightaway was inconsistent with the procedure that was laid down in that Paper. Sir, I like to put the matter in a somewhat different way. The way I like

to put it is this. I am not asking you to consider whether you have the right to pass this Resolution straight away or not. It may be that you have the right to do so. The question I am asking is this. Is it prudent for you to do so? Is it wise for you to do so? Power is one thing; wisdom is quite a different thing and I want this House to consider this matter from the point of view, not of what authority is vested in this Constituent Assembly, I want this House to consider the matter from another point of view, namely, whether it would be wise, whether it would be statesman like, whether it would be prudent to do so at this stage. The answer that I give is that it would not be prudent, it would not be wise. I suggest thinking another attempt may be made to bring about a solution to the dispute between the Congress and the Muslim League. This subject is so vital, so important that I am sure it could never be decided on the mere basis of the dignity of one party or the dignity of another party. When deciding the destinies of nations, dignities of people, dignities of leaders and dignities of parties ought to count for nothing. The destiny of the country ought to count for everything. It is because I feel that it would in the interest not only of this Constituent Assembly so that it may function as one whole, so that it may have the reaction of the Muslim League before it proceeds to decision that I support Dr. Jayakar's, amendment-we must also consider what is going to happen with 'regard to the future, if we act precipitately. I do not know, what plans the Congress Party, which holds this House in its possession, has in its mind? I have no power of divination to know what they are thinking about. What are their tactics, what is their strategy, I do not know? But applying my mind as an outsider to the issue that has arisen; it seems to me there are only three ways by which the future will be decided. Either there shall have to be surrender by the one party to the wishes of the other that is one way. The other way would be what I call a negotiated peace and the third way would be open war. Sir, I have been hearing from certain members of the Constituent Assembly that they are prepared to go to

war. I must confess that I am appalled at the idea that anybody in this country should think of solving the political problems of this country by the method of war. I do not know how many people in this country support that idea. A good many perhaps do and the reason why I think they do, is because most of them, at any rate a great many of them believe that the war that they are thinking of, would be a war on the British. Well, Sir, if the war that is contemplated, that is in the mind, % of people, can be localized, circumscribed, so that it will not be more than a war on the British, I probably may not have much objection to that sort of strategy. But will it be a war on the British only? I have no hesitation and I do want to place before this House in the clearest terms possible that if war comes in this country and if that war has any relation to the issue with which we are confronted today, it will not be a war on the British. It will be a war on the Muslims. It will be a war on the Muslims or which is probably worse; it will be a war on a combination of the British and the Muslims. I cannot see bow this contemplated war be, of the sort different from what I fear it will be. Sir, I like to read to the House a passage from Burke's great speech on Conciliation with America. I believe this may have some effect upon the temper of this House. The British people as you know were trying to conquer the rebellious colonies of the United States, and bring them under their subjection contrary to their wishes.

In repelling this idea of conquering the colonies this is what Burke said:

"First, Sir, permit me to observe that the use of force alone is but temporary; it may subdue for a moment; but it does not remove the necessity of subduing again; and a nation is not governed, which is perpetually to be conquered. My next objection is its uncertainty. Terror is a riot always the effect of force an amendment is not a victory. If you do not succeed, you are without resources for, conciliation failing, force remains; but, force failing, no further hope of reconciliation is left. Power

and authority are sometimes bought by kindness, but they can never be begged as alms by an impoverished and defeated violence....”

“A further objection to force is, that you impair the object by your very endeavour to preserve it. The thing you fought for is not the thing which you recover; but depreciated, sunk, wasted and consumed in the contest.” These are weighty words which it would be perilous to ignore. If there is anybody who has in his mind the project of solving the Hindu-Muslim problem by force, which is another name for solving it by war, in order that the Muslims may be subjugated and made to surrender to the Constitution that might be prepared without their contend. This country would be involved in perpetually conquering, them. The conquest would not be once and forever. I do not wish to take more time than I have taken and I will conclude by again referring to Burke. Burke has said somewhere that it is easy to give power, but it is difficult to give wisdom. Let us prove by our conduct that if this Assembly has arrogated to itself sovereign powers it is prepared to exercise them with wisdom. That is the only way by which we can carry with us all sections of the country. There is no other way that can lead us to unity. Let us not have no doubt on that point”.

Glossary

Resolution: a firm decision to do or not to do something. (Literary meaning)

The word **resolution** is often used to express the body’s approval or disapproval of something which they cannot otherwise vote on, due to the matter being handled by another jurisdiction, or being protected by a **constitution**.

Constitution: a body of fundamental principles or established precedents according to which a state or other organization is acknowledged to be governed.

Amendment: a minor change or addition designed to improve a text, piece of legislation, etc. A constitutional **amendment** is a **modification** of the constitution

of a polity, organization or other types of entity. Amendments are often interwoven into the relevant sections of an existing constitution, directly altering the text.

Pedantry: excessive concern with minor details and rules.

Enunciation: to say or pronounce clearly.

Conciliation: the action of stopping someone from being angry; placation.

Prudent: acting with or showing care and thought for the future.

Ad idem: in agreement: at a meeting of the minds.

Perpetual: never ending or changing.

Reconciliation: the restoration of friendly relations.

Impoverished: deprived of strength or vitality.

Arrogated: take or claim (something) without justification.

I. Answer the following questions in about a page.

1. What sort of governance is recommended by Dr. Ambedkar in his speech at the Constituent Assembly?
2. How did Dr. Ambedkar propose to question his views on par with power and wisdom?
3. Write about Dr. Ambedkar's concerns on drafting the Constitution and his sincere proclamation about the dispute between the Congress and the Muslim League.

References

- **Dr. B R Ambedkar's** Constituent Assembly Speech on Dec 17,1946
<https://www.youtube.com/watch?v=2VFm0Uo63rY>
- [Constituent Assembly Debates On 17 December, 1946\(indiankanoon.org\)](http://indiankanoon.org)
- <https://milestone02.wordpress.com/2009/06/04/parliament-speech-delivered-by-dr-b-r-ambedkar-on-17th-dec-1946/>

2. MY VISION FOR INDIA

- Dr. A.P.J. Abdul Kalam

Pre-reading activities:

- Have you listened to this speech?
- Have you read about Dr. A.P.J. Abdul Kalam? If yes, briefly explain which book you have read or instance that strikes your mind.
- What is your vision and mission for India?

About the Speaker



Avul Pakir Jainulabdeen Abdul Kalam was born on 15 October 1931, to a Tamil Muslim family in the pilgrimage centre of Rameswaram on Pamban Island, then in the Madras Presidency and now in the State of Tamil Nadu. His father Jainulabdeen Marakayar was

boat owner and imam of a local mosque; his mother Ashiamma was a housewife. His father owned a ferry that took Hindu pilgrims back and forth between Rameswaram and the now-uninhabited Dhanushkodi. Kalam was the youngest of four brothers and one sister in his family. His ancestors had been wealthy Marakayar traders and landowners, with numerous properties and large tracts of land. Marakayar is a Muslim ethnic group found in coastal Tamil Nadu and Sri Lanka who claim descent from Arab traders and local women. The family business involved trading groceries between the mainland and the island and to and from Sri Lanka, as well as ferrying pilgrims between the mainland and Pamban. With the opening of the Pamban Bridge to the mainland in 1914, however, the businesses failed and the family fortune and properties were lost by the 1920s, apart from the

ancestral home. The family was poverty-stricken by the time Kalam was born. As a young boy, he had to sell newspapers to add to the family's meagre income.

Kalam received 7 honorary doctorates from 40 universities. The Government of India honoured him with the Padma Bhushan in 1981 and the Padma Vibhushan in 1990 for his work with ISRO and DRDO and his role as a scientific advisor to the Government. In 1997, Kalam received India's highest civilian honour, the Bharat Ratna, for his contribution to scientific research and the modernisation of defence technology in India. In 2013, he was the recipient of the Von Braun Award from the National Space Society "to recognize excellence in the management and leadership of a space-related project".

About the speech:

'**My Vision for India**' is a speech delivered by India's former President, Dr. A.P.J Abdul Kalam, in which he describes his three visions for India if it has to enter the comity of developed nations. He tries to make people realise their duties and motivate them to build a stronger India.

SPEECH:

I have three visions for India. In 3000 years of our history people from all over the world have come and invaded us, captured our lands and conquered our minds. From Alexander onwards the Greeks, the Turks, the Moguls, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation.

We have not conquered anyone. We have not grabbed their land, their culture and their history and tried to enforce our way of life on them. Why? because we respect the freedom of others. That is why my **FIRST VISION** is that of **FREEDOM**. I believe that India got its first vision of this in 1857 when we started the war of

Independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us.

We have a 10 per cent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recognised today. Yet we lack the self-confidence to see ourselves as a developed nation, self-reliant and self-assured. Isn't this incorrect?

MY SECOND VISION for India is DEVELOPMENT. For fifty years we have been a developing nation. It is time we see ourselves as a developed nation. We are among the top five nations in the world in terms of GDP.

I have a THIRD VISION. India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand. My good fortune was to have worked with three great minds, Dr. Vikram Sarabhai, of the Dept. of Space, Professor Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life.

I was in Hyderabad giving this lecture when a 14-year-old girl asked me for my autograph. I asked her what her goal in life is. She replied: I want to live in a developed India. For her, you and I will have to build this developed India. You must proclaim India is not an underdeveloped nation but a highly developed nation.

You say that our government is inefficient. You say that our laws are too old. You say that the municipality does not pick up the garbage. You say that the phones don't work, the railways are a joke, the airline is the worst in the world, and mail

never reaches its destination. You say that our country has been fed to the dogs and is the absolute pits. You say, say and say. What do you do about it?

Dear Indians, I am echoing J.F. Kennedy's words to his fellow Americans to relate to Indians "ASK WHAT WE CAN DO FOR INDIA AND DO WHAT HAS TO BE DONE TO MAKE INDIA WHAT AMERICA AND OTHER WESTERN COUNTRIES ARE TODAY."

Comprehension

I. Answer the following questions

1. Mention the three important visions in detail about the speech.
2. Identify and analyse the importance of delivering this speech to young people.
3. Illustrate the modifications which can be imbibed among the younger generation.
4. What was the message that APJ tried to convey in his speech?
5. What were APJ's views on the Vision for future Indians? Explain in your own words.
6. How can India retain respect as per the inputs highlighted by the speaker?

Source link: <https://youtu.be/neKaXXXKtHE=30>

Reference: Wilson, Tony. "Dr A P J Abdul Kalam: 'My Vision for India', IIT Hyderabad - 2011." *Speakola*, Speakola, 2 Aug. 2017, <https://speakola.com/political/dr-a-p-j-abdul-kalam-vision-for-india-2011>.

3. SACHIN TENDULKAR'S FAREWELL SPEECH

- Sachin Tendulkar

Pre-reading Activities:

- Sports should be a part of college curriculum. Discuss.
- Which is your leisure game?
- Is it possible to be a consistent winner?

About the speaker:



Sachin Ramesh Tendulkar is a former Indian cricketer who was born on 24th of April, 1973 in Bombay, Maharashtra. He is regarded as one of the world's best batsmen and holds the record for the highest tally of runs in Test as well as ODI cricket. He shifted schools to be a part of the best teams in the city and was trained under

Ramakant Achrekar during his school days. Sachin made his International debut at the age of 16 in the year 1989 against arch rivals Pakistan, scoring 15 runs before being bowled by Waqar Younis. He had made a record of highest runs in the 1988-89 Ranaji season scoring 583 runs at an average of 67. In the 1990- 91 Ranaji Trophy final, he scored a 75 ball 96 run knock against Haryana, creating an opportunity to lift the cup. He cemented his place in the Indian team in 1992 as he scored an unbeaten 148 against the quick and bouncy Australian team in Sydney. Tendulkar received the Arjuna Award in 1994 for his outstanding sporting achievements, the Khel Ratna Award, India's highest sporting honour, in 1997, and the Padma Shri and Padma Vibhushan awards in 1999 and 2008, respectively, two of India's highest civilian awards. A few hours after the end of his last match in November 2013, the Prime Minister's office announced the decision to award him

the Bharat Ratna, India's highest civilian award. As of 2021, he is the youngest recipient to date and was the first sportsperson to receive the award. In 2012, Tendulkar was nominated to the Rajya Sabha. He is sometimes referred to as "*The God of Cricket*" in India. A film with that name was released in 2021.

As the 62,000 fans cramming inside Mumbai's Wankhede stadium shouted "Saachin, Saachin" for a long, they sat in silence with tears streaming down their cheeks, as Sachin Tendulkar read out his farewell speech. Standing among the players, Sachin's wife Anjali was also seen weeping.

Speech by Sachin Tendulkar at Wankhede Stadium: "All my friends. Settle down let me talk, I'll get more and more emotional. (crowd gets louder as he composes himself) It's hard to believe my wonderful journey is coming to an end, my life between 22 yards for 24 years has come to an end, but I would like to take this opportunity to thank people who have played an important role in my life. Also, for the first time in my life, I am carrying this list, to remember all the names in case I forget someone. I hope you understand. It's getting a little bit difficult to talk but I'll manage.

The most important person in my life and I have missed him a lot since 1999 when he passed away, my father. The first is my father, who passed away in 1999. Without his guidance, I don't think that I would have been standing here in front of you. He gave me freedom at the age of 11, and told me that [I should] chase my dreams, but make sure I do not find shortcuts. The path might be difficult but don't give up, and I have simply followed his instructions. Above all, he told me to be a nice human being, which I will continue to do and try my best. Every time I have done something special [and] showed my bat, it was [for] my father. I miss him today.

My mother, I don't know how she dealt with such a naughty child like me. I was not easy to manage. She must be extremely patient. For a mother, the most important thing is that her child remains safe and healthy and fit. That was what she was most bothered and worried about. She took care of me for the last 24 years that I have played for India, but even before that she started praying for me the day I started playing cricket. She just prayed and prayed and I think her prayers and blessings have given me the strength to go out and perform, so a big thank you to my mother for all the sacrifices. In my school days, for four years, I stayed with my uncle and aunt because my school was quite far from my home, and they treated me like their son. My aunt, after having had a hard day's play, I would be half asleep and she would be feeding me food so I could go again and play tomorrow. I can't forget these moments. I am like their son and I am glad it has continued to be the same way.

My eldest brother, Nitin and his family have always encouraged me. My eldest brother doesn't like to talk much, but the one thing he always told me is that whatever you do, I know you will always give it 100% and that I have full faith and confidence in you. His encouragement meant a lot to me. My sister, Savita, and her family, were no different. The first cricket bat of my life was presented to me by my sister. It was a Kashmir willow bat. But that is where the journey began. She is one of those many who still continue to fast when I bat, so thank you very much. Ajit, my brother, now what do I talk about him? I don't know. We have lived this dream together. He was the one who sacrificed his career for my cricket. He spotted the spark in me. And it all started at the age of 11 when he took me to Archrekar sir, my coach, and from there on my life changed. You will find this hard to believe but even last night he called to discuss my dismissal, knowing that there was a remote chance of batting again, but just the habit we have developed, the rapport we have developed, since my birth, has continued and it will continue.

May be when I'm not playing cricket we will still be discussing technique. Various things we agreed upon, my technique, and so many technical things which I didn't agree with him, we have had arguments and disagreements, but when I look back at all these things in my life, I would have been a lesser cricketer. The most beautiful thing happened to me in 1990 when I met my wife, Anjali. Those were special years and it has continued and will always continue that way. I know Anjali, being a doctor; there was a wonderful career in front of her. When we decided to have a family, Anjali took the initiative to step back and say that 'you continue with your cricket and I will take the responsibility of the family'. Without that, I don't think I would have been able to play cricket freely and without stress. Thanks for bearing with all my fuss and all my frustrations, and all sorts of rubbish that I have spoken. Thanks for bearing with me and always staying by my side through all the ups and downs. You are the best partnership I've had in my life. Then, the two precious diamonds of my life, are Sara and Arjun. They have already grown up. My daughter is 16, my son is 14. Time has flown by. I wanted to spend so much time with them on special occasions like their birthdays, their annual days, their sports day, going on holidays, whatever. I have missed out on all those things. Thanks for your understanding. Both of you have been so, so special to me you cannot imagine. I promise you [that] for 14 and 16 years I have not spent enough time with both of you, but the next 16 years or even beyond that, everything is for you. My in-laws, Anand Mehta and Annabel, both have been so, so supportive [and] loving and caring. I have discussed on various things in life, generally with them, and have taken their advice. You know, it's so important to have a strong family who is always with you and who are guiding you. Before you start clapping, the most important thing they did was allowing me to marry Anjali, so thank you very much.

In the last 24 years that I have played for India. I have made new friends, and before that I have had friends from my childhood. They have all had a terrific contribution. As and when I have called them to come and bowl to me at the nets, they have left their work aside to come and help me. Be it joining me on holidays and having discussions with me on cricket, or how I was a little stressed and wanting to find a solution so I can perform better. All those moments my friends were with me. Even when I was injured, I would wake up in the morning because I couldn't sleep and thought that my career was over because of injuries, that is when my friends have woken up at 3 o'clock in the morning to drive with me and make me believe that my career was not over. Life would be incomplete without all those friends. Thanks for being there for me. My cricket career started when I was 11. The turning point of my career was when my brother (Ajit) took me to Achrekar sir. I was extremely delighted to see him up in the stands. Normally he sits in front of the television and he watches all the games that I play. When I was 11/12, those were the days when I used to hop back on his scooter and play a couple of practice matches a day. In the first half of the innings, I would be batting at Shivaji Park, the second half, at some other match in Azad Maidan. He would take me all over Mumbai to make sure I got match practice. On a lighter note, in the last 29 years, sir has never ever said 'well played' to me because he thought I would get complacent and I would stop working hard. Maybe he can push his luck and wish me now, well done on my career because there are no more matches, sir, in my life. I will be witnessing cricket, and cricket will always stay in my heart, but you have had an immense contribution in my life, so thank you very much.

My cricket for Mumbai started right here on this ground, the Mumbai Cricket Association (MCA), which is so dear to me. I remember landing from New Zealand at four o'clock in the morning, and turning up for a game here at eight

o'clock just because I wanted to be a part of Mumbai cricket, and not that somebody forced me. That was for the love of Mumbai cricket, and thank you very much. The president is here so thank you very much, along with your team, for taking care of me and looking after my cricket. The dream was obviously to play for India, and that is where my association with BCCI started. BCCI was fantastic, right from my debut they believed in my ability and selecting me into the squad at the age of 16 was a big step, so thanks to all the selectors for having faith in me and the BCCI for giving me the freedom to express myself out in the middle. Things would have been different if you had not been behind me, and I really appreciate your support. Especially when I was injured, you were right with me and making sure that all the treatments were taken care of, and that I got fit and fine and playing [right] back for India. The journey has been special, the last 24 years, I have played with many senior cricketers, and even before that there were many senior cricketers with whom I watched on television. They inspired me to play cricket and to play in the right way. Thanks to all those senior cricketers, and unfortunately I have not been able to play with them, but I have high regard for all their achievements and all their contributions. We see it on the mega-screen, Rahul, Laxman, Sourav, and Anil, who is not here, and my teammates right here in front of me. You are like my family away from home. I have had some wonderful times with you. It is going to be difficult to not be part of the dressing room, sharing those special moments. All the coaches for their guidance, it has been special for me. I know when MS Dhoni presented me the 200th Test match cap on Day One morning. I had a brief message for the team. I would like to repeat that. I just feel that all of us are so, so fortunate and proud to be part of the Indian cricket team and serving the nation. Knowing all of you guys, I know you will continue to serve the nation in the right spirit and right values. I believe we have been the lucky ones to be chosen by the Almighty to serve this sport. Each generation gets

this opportunity to take care of this sport and serve it to the best of our ability. I have full faith in you to continue to serve the nation in the right spirit and to the best of your ability, to bring all the laurels to the country. All the very best. I would be failing in my duties if I did not thank all the doctors, the physios, the trainers, who have put this difficult body together to go back on the field and be able to play. The amount of injuries that I have had in my career, I don't know how you have managed to keep me fit, but without your special efforts, it would never have happened. The doctors have met me at weird hours. I mean I have called them from Mumbai to Chennai, Mumbai to Delhi, I mean wherever. They have just taken the next flight and left their work and families to be with me, which has allowed me to play. So a big thank you to all three of you for keeping me in good shape. My dear friend, late Mark Mascarenhas, my first manager, we unfortunately lost him in a car accident in 2001, but he was such a well-wisher of cricket, my cricket, and especially Indian cricket. He was so passionate. He understood what it takes to represent a nation and gave me all the space to go out and express myself and never pressurised me to do this ad or promotion or whatever the sponsors demanded. He took care of that and today I miss him, so thank you Mark for all your contribution. My current management team, WSG, for repeating what Mark has done because when I signed the contract I exactly told them what I want from them, and what it requires to represent me. They have done that and respected that. Someone who has worked closely with me for 14 years is my manager, Vinod Nayudu. He is more like my family and all the sacrifices, spending time away from his family for my work, has been special, and so big thank you to his family as well for giving up so much time for my work with Vinod.

In my school days, when I performed well, the media backed me a lot. They continue to do that till this morning. Thank you so much to the media for

supporting and appreciating my performances. It surely had a positive effect on me. Thank you so much to all the photographers as well for those wonderfully captured moments that will stay with me for the rest of my life, so a big thank you to all the photographers.

Answer the following:

1. Who was wiping the tears? Why did Sachin raise his bat each time while playing?
2. Why did the crowd scream during Sachin's farewell?
3. Whose contributions did Sachin acknowledge from his heart among the team mates?

Notes:

Mark Mascarenhas- On January 28, 2002, in an ODI against England at Kanpur, the Indian team sported black armbands. It was a tribute to Mark Mascarenhas, the larger-than-life sports promoter and Sachin Tendulkar's first agent, who had died in a road accident only a few hours earlier in Nagpur.

Mascarenhas, who was based in Connecticut, US, was no run-of-the-mill Jerry Maguire. In less than six years leading up to his death, the World Tel boss had turned cricket into a profitable business by cutting ground-breaking deals for TV broadcasting, and had introduced more zeroes to Tendulkar's pay cheque than the cricketing world could ever imagine. On that emotional day in Kanpur, Tendulkar paid rich tributes to Mascarenhas before doing the same with the bat, scoring an unbeaten 87 off just 67 deliveries to crush England. And just like, he had done three years earlier following his father's death; he celebrated his half-century by hailing his lost pal and mentor with a poignant glance heavenwards.

Acronyms:

(MCA)—Maharashtra Cricket Association.

(BCA)—Board of Control for Cricket in India.

(WSG)— World Sport Group.

Ad- Advertisement.

Source:

[Full text of Sachin Tendulkar's farewell speech at Wankhede Stadium \(dnaindia.com\)](#)

[\(554\) Sachin Tendulkar's farewell speech \(LIVE\) - A speech that deeply moved millions - YouTube](#)

References:

[Full transcript of Sachin Tendulkar's final farewell speech at Wankhede \(sportskeeda.com\)](#)

[Sachin Tendulkar: Biography, Birthday, Family, Education, Age, Father, Instagram, wife, daughter, net worth, son - Javatpoint](#)

https://en.wikipedia.org/wiki/Sachin_Tendulkar

4. MALALA YOUSAFZAI'S NOBEL PEACE PRIZE ACCEPTANCE SPEECH

- Malala Yousafzai

Pre-reading activities:

- What do you know about Nobel Peace Prize? Discuss.
- Do you know about the functions of Kailash Satyarthi's Children's Foundation?
- Do you know about Malala Fund and its functions?
"Bismillah hir rahman ir rahim" (In the name of God, the most merciful, the most beneficent)

About the Speaker:



Malala Yousafzai is a Pakistani education advocate who, at the age of 17 in 2014, became the youngest person to win the Nobel Peace Prize after surviving an assassination attempt by the Taliban. Yousafzai became an advocate for girls' education when she herself was still a child, which resulted in the Taliban issuing a

death threat against her. On October 9, 2012, a gunman shot Yousafzai when she was travelling home from school. She survived and has continued to speak out on the importance of education. In 2013, she gave a speech to the United Nations and published her first book, 'I Am Malala'. The given text is the speech that Malala delivered on receiving the Nobel Peace Prize.

About the Speech:

Malala is very thankful that the Nobel Committee chose to give her this prize. She thanks her parents and her teachers who inspired her to believe in herself and be brave. She is also proud to be the first Pakistani and the youngest person ever to receive this prize. Because she is so young, she makes a joke about how she still

fighters with her brothers. In addition, she is happy to receive this prize together with Kailash Satyarthi, who has worked for the rights of children for a long time. Malala points out that this prize is not just for her. It is a prize for all children who want education, for children who want peace and for children who want change. She says that she is there to stand up for these children's rights, to make people take action and make the world a better place for all children. "I tell my story not because it is unique, but because it is the story of many girls."

SPEECH

Your Majesties, Your royal highnesses, distinguished members of the Norwegian Nobel Committee, Dear sisters and brothers today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award. Thank you to everyone for your continued support and love. Thank you for the letters and cards that I still receive from all around the world. Your kind and encouraging words strengthen and inspire me.

I would like to thank my parents for their unconditional love. Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth – which we strongly believe is the true message of Islam. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave.

I am proud, well, in fact, I am very proud to be the first Pashtun, the first Pakistani, and the youngest person to receive this award. Along with that, I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers. I want there to be peace everywhere, but my brothers and I are still working on that.

I am also honoured to receive this award together with Kailash Satyarthi, who has been a champion for children's rights for a long time. Twice as long, in fact, than I have been alive. I am proud that we can work together and show the world that an Indian and a Pakistani can work together and achieve their goals of children's rights.

Dear brothers and sisters, I was named after the inspirational **Malalai** of **Maiwand** who is the **Pashtun Joan of Arc**. The word *Malala* means sad but in order to lend some happiness to it, my grandfather would always call me Malala – “The happiest girl in the world” and today I am very happy that we are together fighting for an important cause. This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change. I am here to stand up for their rights, to raise their voice... it is not time to pity them. It is not time to pity them. It is time to take action so it becomes the last time, the last time, so it becomes the last time that we see a child deprived of education.

I have found that people describe me in many different ways. Some people call me the girl who was shot by the Taliban. And some, the girl who fought for her rights. Some people, call me a “Nobel Laureate” now. However, my brothers still call me that annoying bossy sister. As far as I know, I am just a committed and even stubborn person who wants to see every child getting a quality education, who wants to see women having equal rights and who wants peace in every corner of the world.

Education is one of the blessings of life—and one of its necessities. That has been my experience during the 17 years of my life. In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and I

would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns, we would paint our hands with mathematical formulas and equations.

We had a thirst for education because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can. But things did not remain the same. When I was in Swat, which was a place of tourism and beauty, suddenly changed into a place of terrorism, I was just ten and more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares. Education went from being a right to being a crime. Girls were stopped from going to school. When my world suddenly changed, my priorities changed too. I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed. I chose the second one. I decided to speak up. We could not just stand by and see those injustices of the terrorists denying our rights, ruthlessly killing people and misusing the name of Islam. We decided to raise our voices and tell them: Have you not learnt, have you not learnt that in the Holy Quran Allah says: if you kill one person it is as if you kill the whole humanity? Do you not know that Mohammad, peace be upon him, the prophet of mercy, he says, **“do not harm yourself or others”**. And do you not know that the very first word of the Holy Quran is the word *Iqra*, means read.

The terrorists tried to stop us and attacked me and my friends who are here today, on our school bus in 2012, but neither their ideas nor their bullets could win. We survived. And since that day, our voices have grown louder and louder.

I tell my story, not because it is unique, but because it is not. It is the story of many girls. Today, I tell their stories too. I have brought with me some of my sisters from Pakistan, from Nigeria and from Syria, who share this story. My brave sisters, Shazia and Kainat who were also shot that day were on our school bus. But they have not stopped learning. And my brave sister Kainat Soomro who went through severe abuse and extreme violence, even her brother was killed, but she did not succumb. Also, my sisters here, whom I met during my Malala Fund campaign, my 16 year old courageous sister, Mezon from Syria, who now lives in Jordan as a refugee and goes from tent-to-tent encouraging girls and boys to learn. And my sister Amina, is from the North of Nigeria, where Boko Haram threatens, and stops girls and even kidnaps girls, just for wanting to go to school.

Though I appear as one girl, though I appear as one girl, one person, who is 5 foot 2 inches tall, if you include my high heels, (It means I am 5 feet only) I am not a lone voice, I am not a lone voice, I am many.

I am Malala. But I am also Shazia.

I am Kainat.

I am Kainat Soomro.

I am Mezon.

I am Amina. I am those 66 million girls who are deprived of education. And today I am not raising my voice, it is the voice of those 66 million girls.

Sometimes people like to ask me why should girls go to school, why is it important for them. But I think the more important question is why shouldn't they, why shouldn't they have this right to go to school.

Dear sisters and brothers, today, in half of the world, we see rapid progress and development. However, there are many countries where millions still suffer from the very old problems of war, poverty, and injustice.

We still see conflicts in which innocent people lose their lives and children become orphans. We see many people becoming refugees in Syria, Gaza and Iraq. In Afghanistan, we see families being killed in suicide attacks and bomb blasts. Many children in Africa do not have access to education because of poverty. And as I said, we still see, we still see girls who have no freedom to go to school in the north of Nigeria. Many children in countries like Pakistan and India, as Kailash Satyarthi mentioned, many children, especially in India and Pakistan are deprived of their right to education because of social taboos, or they have been forced into child marriage or into child labour. One of my very good school friends, the same age as me, who had always been a bold and confident girl, dreamed of becoming a doctor. But her dream remained a dream. At the age of 12, she was forced to get married. And then soon she had a son, she had a child when she herself was still a child – only 14. I know that she could have been a very good doctor. But she couldn't ... because she was a girl. Her story is why I dedicate the Nobel Peace Prize money to the Malala Fund, to help give girls quality education, everywhere, anywhere in the world and to raise their voices. The first place this funding will go to is where my heart is, to build schools in Pakistan— especially in my home of Swat and Shangla. In my own village, there is still no secondary school for girls. And it is my wish and my commitment, and now my challenge to build one so that my friends and my sisters can go there to school and get quality education and to get this opportunity to fulfill their dreams.

This is where I will begin, but it is not where I will stop. I will continue this fight until I see every child, every child in school.

Dear brothers and sisters, great people, who brought change, like **Martin Luther King and Nelson Mandela, Mother Teresa and Aung San Suu Kyi**, once stood here on this stage. I hope the steps that Kailash Satyarthi and I have taken so far and will take on this journey will also bring change – lasting change.

My great hope is that this will be the last time, this will be the last time we must fight for education. Let's solve this once and for all.

We have already taken many steps. Now it is time to take a leap. It is not time to tell the world leaders to realise how important education is – they already know it – their own children are in good schools. Now it is time to call them to take action for the rest of the world's children.

We ask the world leaders to unite and make education their top priority. Fifteen years ago, the world leaders decided on a set of global goals, the Millennium Development Goals. In the years that have followed, we have seen some progress. The number of children out of school has been halved, as Kailash Satyarthi said. However, the world focused only on primary education, and progress did not reach everyone.

In the year 2015, representatives from all around the world will meet in the United Nations to set the next set of goals, the Sustainable Development Goals. This will set the world's ambition for the next generations. The world can no longer accept, the world can no longer accept that basic education is enough. Why do leaders accept that for children in developing countries, only basic literacy is sufficient, when their own children do homework in Algebra, Mathematics, Science and Physics? Leaders must seize this opportunity to guarantee a free, quality, primary and secondary education for every child. Some will say this is impractical, or too

expensive, or too hard or may be even impossible. But it is time the world thinks bigger.

Dear sisters and brothers, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call strong" are so powerful in creating wars but are so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it, why is it that making tanks are so easy, but building schools is so hard?

We are living in the modern age and we believe that nothing is impossible. We have reached the moon 45 years ago and maybe will soon land on Mars. Then, in this 21st century, we must be able to give every child a quality education.

Dear sisters and brothers, dear fellow children, we must work... not wait. Not just the politicians and the world leaders, we all need to contribute. Me. You. We. It is our duty.

Let us become the first generation to decide to be the last, let us become the first generation that decides to be the last that sees empty classrooms, lost childhoods, and wasted potentials.

Let this be the last time that a girl or a boy spends their childhood in a factory.

Let this be the last time that a girl is forced into early child marriage. Let this be the last time that we see a child out of school.

Let this end with us.

Let's begin this ending ... together ... today ... right here, right now. Let's begin this ending now.

Thank you so much.

Comprehension

1. How did Malala express her gratitude towards her parents?
2. What was the condition of the education in Swat before the terrorism began?
3. What were the two options left before Malala? What option did she choose and Why?
4. Why is half the population of the world suffering from the problems of war, poverty and injustice?
5. What were Malala's views on education for girls?

Source link: <https://www.youtube.com/watch?v=8hx0ajieM3M>

Reference: "Malala Yousafzai - Nobel Lecture." *Nobel Lecture*, 10 Dec. 2014, https://www.nobelprize.org/uploads/2018/06/yousafzai-lecture_en.pdf.

5. CHIEF SEATTLE'S SPEECH

- Chief Seattle

Pre-reading activities

- Who are the Red Indians?
- Imagine you are declared an orphan to your ancestral land. What will you do?
- Racism means discrimination based on colour. Discuss.



Chief Seattle, 1786-1866, was a Northwest coast Indian of the Suquamish tribe and named “Seattle” to the city of Seattle to which he belonged. He was an important part of the white's peace treaties with the Northwest Coast Indians. As a prelude to negotiating treaties with the

United States, he delivered a speech to Governor Stevens in 1854 and it is this speech that is "**Chief Seattle's speech.**" Chief Seattle was famous for his eloquence, and someone claimed he could be heard over long distances. He had certainly a sense of staging. There were many Indian tribes present who spoke different languages. Then the governor's speech had first to be translated into the pidgin language that had evolved by the contact with the whites. (It is called chinook-jargon, and was a mixture of chi-nook, English and French.) After which others translated it into various Indian languages. Dr. Henry Smith, the 34-year-old took notes, but that is not clear. He even called the notes "a fragment of Seattle's speech," Smith published several articles and poems, but it is only 34 years after he reproduces Chief Seattle's speech. It was part of the autumn of 1887 in a series of articles he wrote for the Seattle Sunday Star on pioneer times.

A university teacher in Texas, William Arrowsmith thought it was a shame that the speech content due to old word forms was unavailable for the present, after which he modernized it. A friend Ted Perry had to make a script for an environmental film for the Southern Baptist Convention and found Arrow Smith's version so inspiring that he asked for permission to borrow it. But apart from Seattle's name he kept incredibly little of the speech in the manuscript. **Ted Perry** interpreted and reshaped the text from its vision of Earth's future in light of the white man's exploitation of all resources. He describes the Indian's cohabitation with nature and contrasts it with the white man's rampage. It is a personification of our conception of "Indian" and as such the message hit home. Maybe it was the following phrases which inspired Ted Perry: "Every part of this country is sacred to my people. Every hill, every valley, every plain and every grove was inaugurated by a happy memory or a sad experience of my tribe."

Ted Perry's version of the Speech.

The Speech by Chief Seattle: The Great Chief in Washington sends word that wishes to buy our land. The Great Chief also sends us words of friendship and goodwill. This is kind of him since we know he has little need of our friendship in return. But we will consider your offer. For we know that if we do not sell, the white man may come with guns and take our land. How can you buy or sell the sky, the warmth of the land? The idea is strange to us.

If we do not own the freshness of the air and the sparkle of the water, how can we buy them?

ALL SACRED

Every part of this earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every clearing and humming insect is

holy in the memory and experience of my people. The sap which courses through the trees carries the memories of the red man.

The white man's dead forget the country of their birth when they go to walk among the stars. Our dead never forget this beautiful earth, for it is the mother of the red man.

We are part of the earth and it is part of us.

The perfumed flowers are our sisters; the deer, the horse, the great eagle, these are our brothers.

The rocky crests, the juices in the meadows, the body heat of the pony, and the man - all belong to the same family.

NOT EASY

So, when the Great Chief in Washington sends word that he wishes to buy land, he asks much of us. The Great Chief sends word he will reserve us a place so that we can live comfortably to ourselves.

He will be our father and we will be his children. So, we will consider your offer to buy our land.

But it will not be easy. For this land is sacred to us.

This shining water that moves in the streams and rivers is not just water but the blood of our ancestors.

If we sell you land, you must remember that it is sacred, and you must teach your children that it is sacred and that each ghostly reflection in the clear water of the lakes tells of events and memories in the life of my people.

The water's murmur is the voice of my father's father.

KINDNESS

The rivers are our brothers, they quench our thirst. The rivers carry our canoes and feed our children. If we sell you our land, you must remember, and teach your

children, that the rivers are our brothers, and yours, and you must henceforth give the rivers the kindness you would give any brother.

We know that the white man does not understand our ways. One portion of land is the same to him as the next, for he is a stranger who comes in the night and takes from the land whatever he needs.

The earth is not his brother, but his enemy, and when he has conquered it, he moves on.

He leaves his father's graves behind, and he does not care.

He kidnaps the earth from his children, and he does not care.

His father's grave and his children's birthright, are forgotten. He treats his mother, the earth, and his brother, the sky, as things to be bought, plundered, sold like sheep or bright beads.

His appetite will devour the earth and leave behind only a desert.

I do not know. Our ways are different from your ways.

The sight of your cities pains the eyes of the red man. But perhaps it is because the red man is a savage and does not understand.

There is no quiet place in the white man's cities. No place to hear the unfurling of leaves in spring or the rustle of an insect's wings.

But perhaps it is because I am a savage and do not understand.

The clatter only seems to insult the ears. And what is there to life if a man cannot hear the lonely cry of the whippoorwill or the arguments of the frogs around a pond at night? I am a red man and do not understand.

The Indian prefers the soft sound of the wind darting over the face of a pond, and the smell of the wind itself, cleaned by a midday rain or scented with pinion pine.

PRECIOUS

The air is precious to the red man, for all things share the same breath--the beast, the tree, the man, they all share the same breath.

The white man does not seem to notice the air he breathes.

Like a man dying for many days, he is numb to the stench.

But if we sell you our land, you must remember that the air is precious to us, that the air shares its spirit with all the life it supports. The wind that gave our grandfather his first breath also receives his last sigh.

And if we sell you our land, you must keep it apart and sacred, as a place where even the white man can go to taste the wind that is sweetened by the meadow's flowers.

ONE CONDITION

So, we will consider your offer to buy our land. If we decide to accept, I will make one condition: The white man must treat the beasts of this land as his brothers.

I am a savage and I do not understand any other way.

I've seen a thousand rotting buffaloes on the prairie, left by the white man who shot them from a passing train.

I am a savage and I do not understand how the smoking iron horse can be more important than the buffalo that we kill only to stay alive.

What is a man without the beasts? If all the beasts were gone, man would die from a great loneliness of spirit.

For whatever happens to the beasts, soon happens to man. All things are connected.

THE ASHES

You must teach your children that the ground beneath their feet is the ashes of your grandfathers. So that they will respect the land, tell your children that the earth is rich with the lives of our kin.

Teach your children what we have taught our children that the earth is our mother. Whatever befalls the earth befalls the sons of the earth. If men spit upon the ground, they spit upon themselves.

This we know: The earth does not belong to man; man belongs to the earth. This we know.

All things are connected like the blood which unites one family. All things are connected.

Whatever befalls the earth befalls the sons of the earth.

Man did not weave the web of life: he is merely a strand in it.

Whatever he does to the web, he does to himself.

Even the white man, whose God walks and talks with him as a friend to friend, cannot be exempt from the common destiny.

We may be brothers after all.

We shall see.

One thing we know, which the white man may one day discover, our God is the same God. You may think now that you own Him as you wish to own our land, but you cannot. He is the God of man, and His compassion is equal for the red man and the white.

This earth is precious to Him, and to harm the earth is to heap contempt on its Creator.

The whites too shall pass; perhaps sooner than all other tribes. Contaminate your bed, and you will one night suffocate in your own waste.

But in your perishing, you will shine brightly, fired by the strength of God who brought you to this land and for some special purpose gave you dominion over this land and over the red man.

That destiny is a mystery to us, for we do not understand when the buffalo are all slaughtered, the wild horses are tamed, the secret corners of the forest heavy with scent of many men, and the view of the ripe hills blotted by talking wires. Where is the thicket? Gone.

Where is the eagle? Gone.

The end of living and the beginning of survival.

Glossary

Suquamish Tribe - The Squamish are a Lushootseed-speaking Native American people, located in present-day Washington in the United States. They are well known for making traditional basketry.

Chinook-jargon - is a language originating as a pidgin trade language in the Pacific Northwest.

Southern Baptist Convention - The **Southern Baptist Convention** (SBC) is the world's largest Baptist denomination and the largest Protestant and second-largest Christian denomination based in the United States.

Rampage - move through a place in a violent and uncontrollable manner

Canoes - a light, narrow boat with pointed ends and no keel, propelled with a paddle or paddles.

Rocky crests - consisting of or abounding in rocks.

Rustle - make a soft, muffled crackling sound like that caused by the movement of dry leaves or paper.

Clatter - a continuous rattling sound as of hard objects falling or striking each other.

Whippoorwill- a North and Central American nightjar with a distinctive call

Pinion pine-The pinyon or piñon pine group are the type of trees grown in **South-Western North America, especially in New Mexico, Arizona and Utah**. These trees yield edible nuts, which are a staple food of Native Americans.

Comprehension

Answer the following:

1. Who is the stranger the speaker refers to in the speech?
2. Why does the speaker repeat the lines, 'I am a savage I do not understand'?
3. Why does the speaker say, 'All things are connected'?

Source:

“Chief Seattle speech- We are part of the earth and it is part of us.” pdf.

References:

[\(553\) Chief Seattle's Speech Video 4 - YouTube](#)

[\(553\) Chief Seattle's Speech Explained - YouTube](#)

[Chief Seattle's Speech \(collectiveliberation.org\)](#)

Unit-2 Productive Skills: Speaking and Writing Skills**CHAPTER - 1****SPEAKING SKILLS: PRESENTATION SKILLS****OBJECTIVES:**

- **To enhance communication skills.**
- **To help students to be proficient in their professions.**
- **To make students understand the importance of Presentation skills in their work place.**

Pre-reading activities:

- **How do you present information to the audience?**
- **‘To be a successful professional, Presentation skills are a must’. Discuss.**

Presentation Skills

Presentation skills are one of the essential skill sets for students in institutions of Higher Learning. The main purpose of emphasising presentation skills in Higher Education is to help develop professionalism in the learning environment.

A lot of employers are of the opinion that the quality of fresh graduates is not very high not just because of their academic qualifications but also the poor attitude and communication skills shown during interviews or in the workplace. Students find presentation inside or outside the classroom during their studies very challenging. Many feel less confident when speaking in front of large groups. Presentations can be stressful and many students do not enjoy them and feel nervous when asked to present.

Types of Presentations

Presentations should be as unique as the objective and the information one is trying to present. However, there are certain types of presentations that are common across industries and teams. One needs to determine which type of presentation is best for the audience and to figure this out, answering basic questions is important: Is it for information or entertainment?

Who is the audience?

Asking these questions will help one choose the type of presentation that works in the context.

Informative Presentation

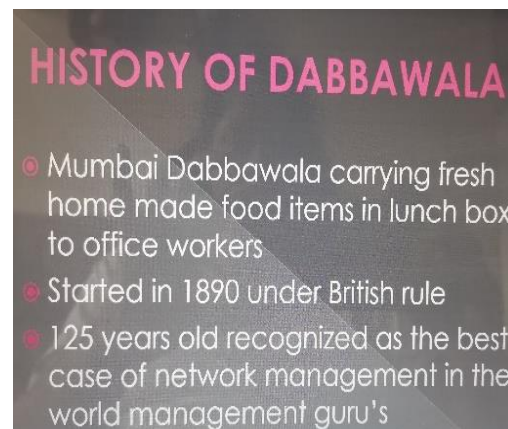
An informative presentation is educational, concise, and to the point. While other presentations may entertain or inspire, the main goal of an informative presentation is to share information.

An informational presentation is common request in business and industry. It's the verbal and visual equivalent of a written report. Information sharing is part of any business or organization. Informative presentations serve to present specific information for specific audiences for specific goals or functions. The type of presentation is often identified by its primary purpose or function. Informative presentations are often analytical or involve the rational analysis of information. Sometimes they simply "report the facts" with no analysis at all, but still need to communicate the information in a clear and concise format.

Some topics on which an informative presentation can be prepared:

- | | | | |
|----------------|---------------|-------------------|--------------------|
| 1. Automotive. | 2. Business. | 4. Communication. | 5. Current Events. |
| 6. Economy. | 7. Education. | 8. Environment. | |

Sample:



SWOT ANALYSIS OF DABBAWALA

STRENGTH

- Teamwork, discipline and honesty
- Time management
- Ownership and pride in work
- Customer satisfaction
- Service commitment
- Satisfaction of team members

Weakness

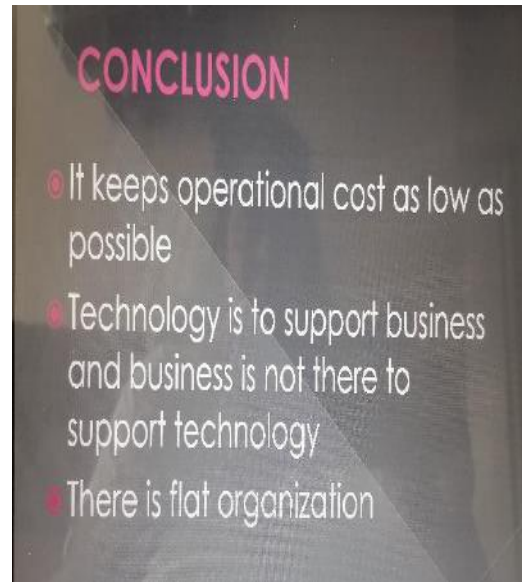
- Highly dependent upon Mumbai local train service
- Limited access to education limits
- Limited fund flow for the association, limits the governing body to implement welfare schemes

Opportunity

- Tie up with caterers to serve variety of meals i.e. diet food, Chinese/continental food
- Opportunity of expansion of service on the routes of Mumbai Metro
- Expanding network in other cities
- Booking of service through internet and SMS

THREATS

- Fast food joints and small restaurants
- Work from home culture
- Food court at malls
- Catering services offering tiffin services
- Paper food vouchers and smart cards



Instructive Presentation

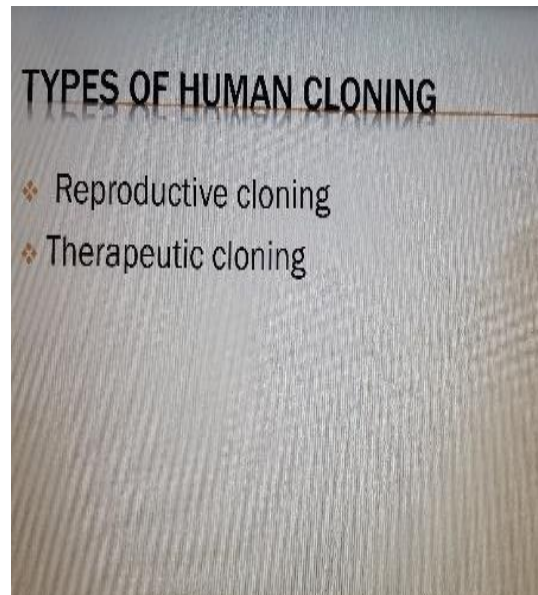
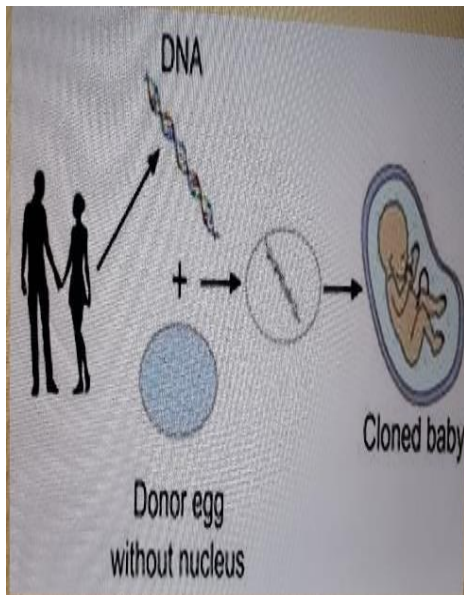
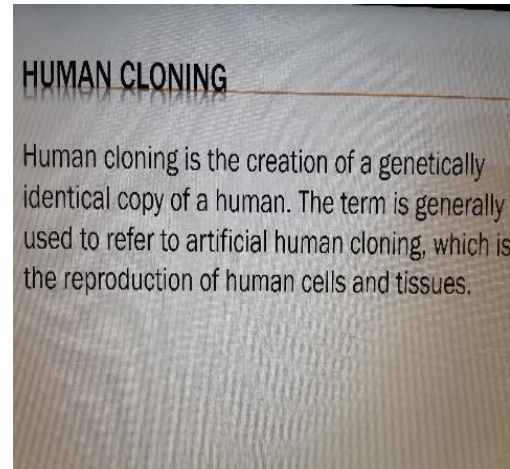
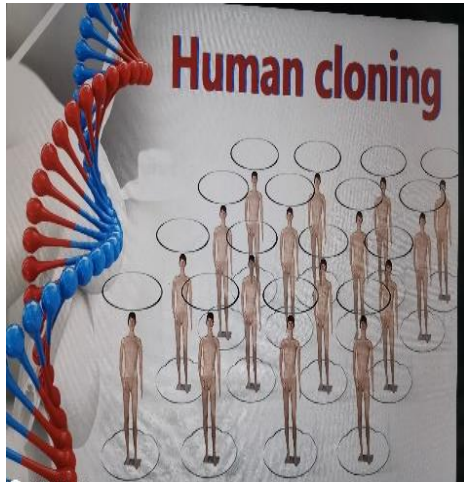
A presentation that teaches something is similar to an informative presentation, but it goes beyond sharing facts. It also instructs the audience on a specific topic. People attend or view an instructive presentation with the intention to learn, and they leave with a better understanding of the topic of the presentation.

There are many examples of instructive presentations. Workshops, training sessions, or webinars teach audiences a new skill or procedure by offering specific information or instructions. Explaining new policies to a company is another type of instructive presentation. For example, an HR benefits presentation for new employees may be informative, but a presentation for existing employees about policy changes might lean more towards instructive, especially if employees have to take action or need to ask questions.

Topics: How to:

1. -cook a pie (or anything else you like / know how to cook).
2. -tie a tie.
3. -fix a flat tire.
4. -Make a presentation.
5. -Play chess.
6. -Pack a suitcase.
7. -design clothes.
8. -make jewellery

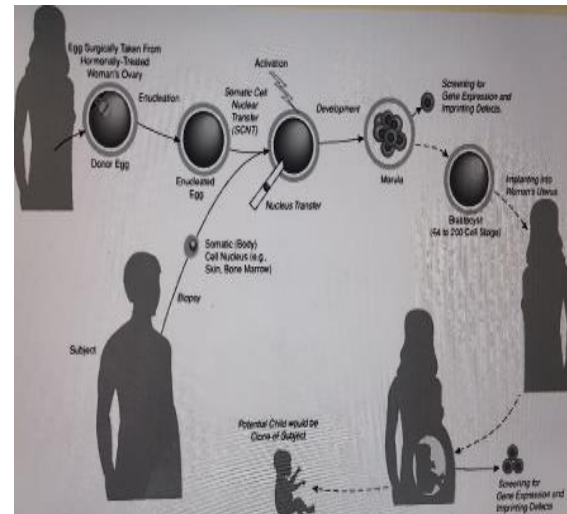
Sample:



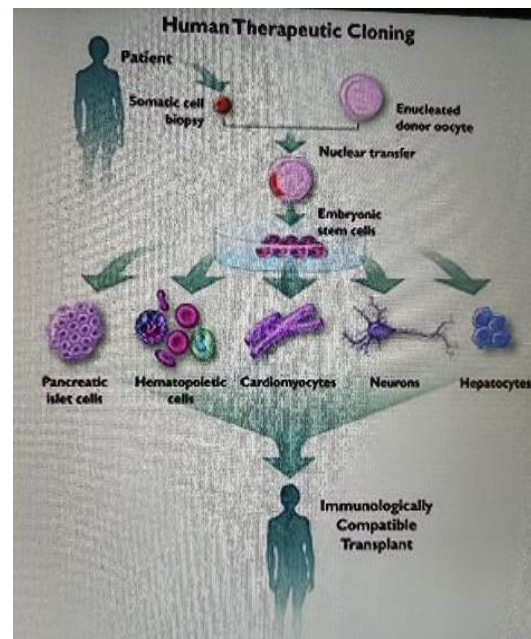
REPRODUCTIVE CLONING

It involves creating an animal that is genetically identical to a donor animal through somatic cell nuclear transfer

In reproductive cloning the newly created embryo is placed back into the uterine environment where it can implant and develop



Therapeutic cloning refers to the removal of a nucleus which contains genetic material from virtually any cell of the body (a somatic cell) and its transfer by injection into an unfertilized egg from which the nucleus has also been removed



MERITS AND DEMERITS

MERITS

- ✗ Biological children to infertile couple
- ✗ Organ harvesting
- ✗ The elimination of birth defects
- ✗ Bring back great mind
- ✗ Compensating a loss

DEMERITS

- ✗ Currently low success rates
- ✗ Development of new illness
- ✗ Devalues human life
- ✗ Division of safety
- ✗ Moral and ethical problems

PROS AND CONS OF HUMAN CLONING

PROS

- ✗ It could eliminate defective genes
- ✗ It is an innovation that can change the world in a positive way
- ✗ It could eliminate infertility
- ✗ It can cure some disorders
- ✗ It aids in faster recovery from traumatic injuries

CONS

- ✗ It interferes with nature
- ✗ It can cause a divide among people
- ✗ It might decrease the overall value of human life
- ✗ It might be used for exploitation
- ✗ It has seen lot of failures

ETHICAL ISSUES

- ✗ Cloning involves throwing away some fertilized embryos
- ✗ Doctors might use clones as sources for organs for organ transplant
- ✗ Human trade will rise when average people can make good money supplying bodies
- ✗ Cloned animals seem to have a limited life span and die early

CONCLUSION



Persuasive Presentation

A persuasive presentation is one that tries to convince the audience to accept a certain position and to take action. It uses facts, logic, and emotion to help the

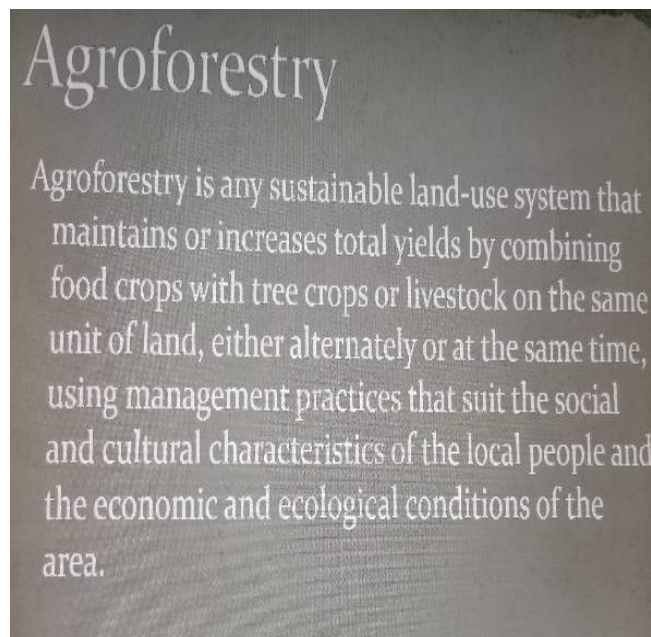
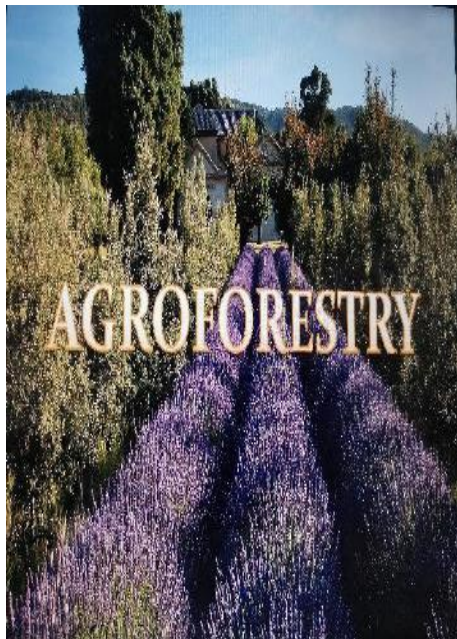
audience understand the impact of a certain situation and see it from a different perspective.

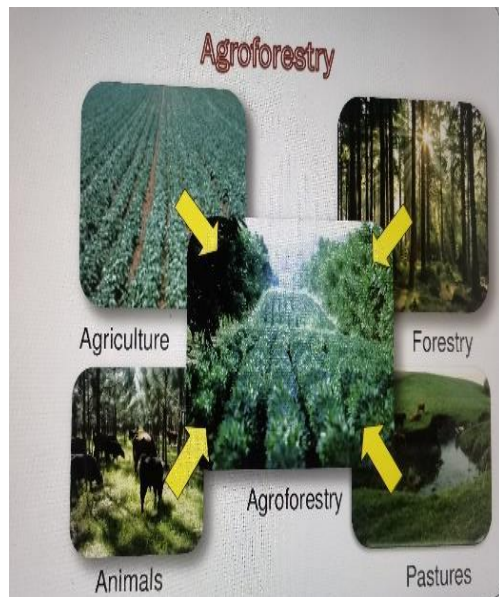
This type of presentation requires confidence. Show that you feel passionate about your topic and believe in your solution to your audience. They need to repose trust in you in order to follow your ideas. Rehearse your presentation, but not to the point that you have every single line memorized. You want to sound authentic, not as though you are rattling off facts and figures.

Some Topics:

1. Deforestation. 2. Global Warming. 3. Travel. 4. Underage driving should be punishable by law. 5. Beauty pageants for children should be banned. 6. Importance of Uniforms in Schools and Colleges. 7. Sustainable living is a source of motivation. 8. Internet fraud awareness: Must for cyber security.

Sample:





Types of Agroforestry

- Agrisilviculture
- Silvopastoral culture
- Agrosilvopastoral culture

Agrisilviculture

Agri-silviculture is a production technique which combines the growing of agricultural crops with simultaneously raised and protected forest crops. This practice, called agri-forestry, has been in existence in various primitive forms since man learned to clear forests and cultivate land, and has different names in different parts

Silvopastoral culture

Silvopastoral systems are a prototype of agroforestry with a livestock component, which may be characterized as cleaner production as they provide a variety of goods and services to society; one of their functions is to help adapt to and mitigate climate change.

Agrosilvopastoral culture

- It is the combination of both agrisilviculture and silvopastoral culture

Advantages of Agroforestry

- fertile soils
- less chemicals and cleaner ground water
- Poverty reduction
- climate change mitigation
- increases biodiversity

Disadvantages of Agroforestry

- long waiting time for payback
- Knowledge and technology intensive method
- It requires huge amount of time to reap products
- It comes with complex issues in a general sense
- Apparent inconvenience

Applications

- Hillside system
- parklands
- Shade systems
- crop-over-tree system
- Alley cropping
- Strip cropping
- Fauna based system
- Boundary system
- Taungyas
- Physical support system
- Wind break and shelterbelt

Motivational Presentation

Motivational speaking might be one of the most enviable types of presentations for people. Motivational presentations can turn a mere story into an inspiring tale. Very similar to a persuasive presentation, a good motivational presentation will

convince you to do something, rather than just waiting for it to happen. It has a clear purpose, often pulling from a personal story written for a specific audience, and inspires the audience to make a change in their lives.

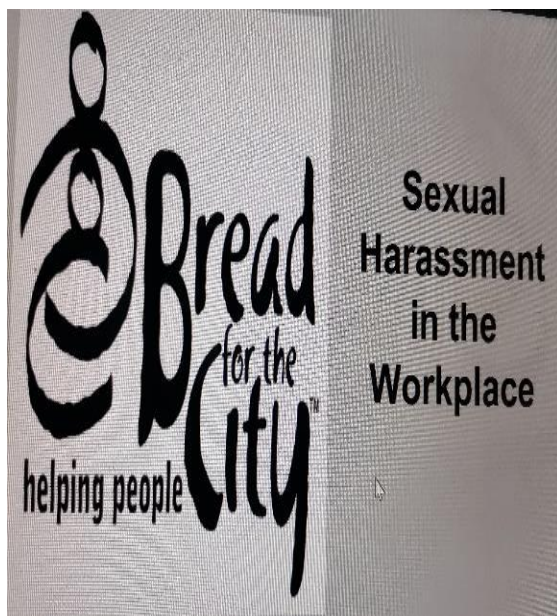
One of the most prominent examples of inspiring presentations are the TED Talks. Many motivational speakers use TED Talks to inspire people to think or change their behaviour.

Motivational presentations in the business world may not be as dramatic or life-changing as a TED Talk, but they still aim to generate interest or gain an audience's approval.

Some Topics:


1. Climate Action.
2. Mental Health.
3. Workplace Culture.
4. Workplace Harassment

Sample:



Learning Objectives

- Definition of sexual harassment
- Learning the different types of sexual harassment
- Identifying sexual harassment
- Steps to filing a complaint

A comic strip illustration of a man in a suit, looking thoughtful with his hand on his chin. Three speech bubbles above him contain the following text: 'What is sexual harassment anyway?', 'What should I do if I believe I am sexually harassed?', and 'Can I get advice without filing a complaint?'

Definition

Unwelcome verbal, visual, or physical conduct of a sexual nature that is severe or pervasive and affects working conditions or creates a hostile work environment.



Harassment of a Non-Sexual Nature

Non-sexual conduct may also be sexual harassment if you are harassed because you are female, rather than male, because you are male, rather than female, or because you are gender non-conforming.

- For example, it may be sexual harassment if you are a woman working as a carpenter on an all-male job, and you are the only one whose tools are frequently hidden by your male co-workers.

Sexual Orientation & Gender Identity Harassment

Examples of sexual orientation and gender identity harassment that either interferes with an individual's employment or creates a hostile work environment include:

- Stating or implying in a *negative manner* that an employee is a gay, lesbian, bi-sexual, transgender, or gender non-confirming.
- Making jokes about gay, lesbian, bi-sexual, transgender, or gender non-confirming individuals.

Hostile Work Environment

- Verbal, physical or visual forms of harassment, that are sexual in nature, "sufficiently severe, persistent, or pervasive" and unwelcome fall under the category of Hostile Environment Sexual Harassment.
- A single, severe incident, such as a sexual assault, could create a hostile environment. More commonly, a "hostile environment" is created by a series of incidents.

Non-Verbal-Examples of Sexual Harassment

- Looking a person up and down (elevator eyes)
- Staring at someone
- Blocking a person's path
- Following the person
- Giving personal gifts
- Displaying sexually suggestive visuals
- Making facial expressions such a winking
throwing kisses, licking lips
- Making sexual gestures with hands or through
body movements

Steps to Take if Harassed

1. Remain professional.
2. Be direct with the harasser. Let the person know that you do not like the behavior and that the conduct is unwanted and unwelcome and you want it to stop immediately.
3. Go to a supervisor and explain the circumstances. Be sure to take with you dates, times, and specific occurrences if you have them. Also, report the incident to Human Resources. If the appropriate supervisor is unavailable, or is the offender, report the incident directly to Human Resources.

Steps to Take if Harassed

4. When reporting the harassment, be prepared to share all the facts about the incident(s). Write down the important details of the incidents(s). Collect your thoughts before you begin; remember to provide who, what, when, where, how, and any witnesses.
5. Think about how the situation could be resolved.

What will HR do with a complaint?

1. HR will listen to you attentively and take notes about what you are sharing.
2. The HR person will remain objective and listen to both sides before deciding the next course of action
3. HR will keep the information as confidential as possible and only discuss it with people directly involved in the investigation.
4. HR will inform you of the steps it will take in following up on the complaint.

Presentation Delivery Methods

- Extemporaneous presentations are those you deliver without any preparation, though you plan it beforehand.
- Memorized presentations are those you learn by heart. Hard to get right, but compelling if it is.
- Manuscript presentations are those you deliver from a pre-written script or notes.
- Impromptu presentations are similar to extemporaneous presentations, but you decide on and deliver them on the spot.

Note: What's the difference between a speech and a presentation? A speech is just plain of spoken word read or delivered based on a written draft while a presentation gets creative with interaction, videos, slides, etc.

Some more important tips for making effective PowerPoint Presentations

- Plan carefully.
- Do your research.
- Know your audience.
- Time your presentation.
- Speak comfortably and clearly.
- Check the spelling and grammar.
- Do not read the presentation. Practice the presentation so you can speak from bullet points. The text should be a cue for the presenter rather than a message for the viewer.
- Give a brief overview at the start. Then present the information. Finally review important points.
- Maintain eye contact while presenting and smile

- Don't look at the screen; Don't look at the floor; Don't just look at your index cards; Don't just look at the laptop
- Use of gestures and facial expressions
- Use appropriate gestures and body language: Avoid crossed arms, hands behind your back, or in your pockets during a presentation; Always stand up straight; Your facial expressions should always be friendly and smile
- Avoid distractions
- Be prepared: Practice makes perfect; Rehearse in front of a crowd; Take notes; Experiment; Time yourself; Record yourself
- It is often more effective to have bulleted points appear one at a time so the audience listens to the presenter rather than reading the screen.
- Use a wireless mouse or pick up the wired mouse so you can move around as you speak.
- If sound effects are used, wait until the sound has finished to speak.
- If the content is complex, print the slides so the audience can take notes.
- Do not turn your back on the audience. Try to position the monitor so you can speak from it.
- Be confident
- Speak freely
- Avoid filler words such as "um," "so," and so on. For your listeners, these words convey insecurity and inadequate preparation.
- Bring along something to share: example, if one is giving a presentation on gummy bears, why not offer some to the audience? If it is a presentation about fishing, why not show the audience the fishing equipment?
- Use different types of media: For example, combine videos and flipcharts, use the whiteboard, or show something practical on a model. This will increase the

attention of the audience enormously and will help in keeping them engaged until the end.

- Use effective pauses: one should keep in mind that you have already heard the content several times - the audience probably hasn't! Therefore, give the audience enough time to read and understand the content of the slides. A pause, if used correctly, can add a great deal to the presentation or speech. Pause before, during, or after saying something that one would like to emphasize. Pausing between two different parts of the presentation can indicate to the audience that something new is coming. A quick pause could also help the presenter in remembering the next point.
- **Speak the language of the audience:** Use appropriate and relevant examples. Use "strong" and meaningful words in short sentences to avoid losing the audience. Make sure to use appropriate analogies and anecdotes and avoid foreign words, empty phrases, and clichés.
- **Engage with the audience:** Always try to keep the attention of the audience and keep them engaged during a presentation. To do this, it is advisable to regularly involve the audience. One way to do this is to ask questions. Deliberately ask "easy" questions. Another way to involve the audience in the presentation is by interacting with them.
- **Don't fight the stage fright & take deep breaths:** Stage fright is one of the biggest enemies of a presentation. Do not fight it, rather address the fear and try and accept it, and transform it into positive enthusiasm. Don't let stage fright get you all worked up and nervous.
- **Choose the right angle on standing during a presentation:** The speaker will a free stage without a podium. Avoid standing frontally in front of the audience! This frontal facing is unconsciously perceived negatively by the audience. It is

perceived by the audience as a kind of frontal attack and causes stress in your audience.

To Sum up:

- Good presentation skills are more than just speaking in public. They are a part of many aspects of life, especially in careers and job seeking.
- Preparation is one of the most important ways to have a successful presentation.
- Memorizing the speech element of a presentation is not as necessary as good speech delivery.
- Knowing the audience is crucial to obtaining one's goals for the presentation.
- Always prepare for follow-up questions after the presentation is over.
- On a resume, list your presentation skills in the skills section as closely to the wording of the job ad as possible.

Exercises:

Prepare Five slides of Presentation on the given topics.

1. Prepare an instructive presentation explaining about the rules of the College in about 5 slides.
2. Prepare an informative presentation giving details on the harmful effects of pollution on the human body in about 5 slides.
3. Prepare a motivational presentation on any motivational topic in about 5 slides.

Reference: <https://www.youtube.com/watch?v=Mq2KQcMLzqY>
<https://visme.co/blog/presentation-examples/>
<https://zety.com/blog/hard-skills-soft-skills>

CHAPTER - 2

WRITING SKILLS

INTRODUCTION TO WRITING AND TYPES OF WRITING

Objectives:

- **To enhance the ability of writing skills.**
- **To develop language skills and usage.**
- **To teach the structure of paragraphs.**
- **To teach the students how to express their ideas logically.**
- **To develop creative and critical thinking through writing.**

Pre-reading activities

- **What is writing?**
- **Why is writing skill important?**
- **“...Writing maketh an exact man”. Discuss.**

Introduction to Writing

“Writing” is a process of using symbols, letters of the alphabet, punctuation and spaces to communicate thoughts and ideas in a readable form. It is a medium of communication that involves the representation of a language with symbols. While not all languages utilize a writing system, those with systems of inscriptions can complement and extend the capacities of spoken language by enabling the creation of durable forms of speech stored over time (e.g., libraries or other public records). It has also been observed that the activity of writing itself can have knowledge-transforming effects since it allows humans to externalize their thinking in forms that are easier to reflect on and potentially rework. Writing is used to preserve and transmit ideas.

Types of writing

Types of writing can be learnt or demonstrated through types of paragraph writing. Paragraph means ‘A **Paragraph** is a unit of information. It usually contains several sentences grouped around the main idea.

A paragraph includes:

- The **topic sentence**, often found at the beginning of the paragraph, tells the reader the paragraph’s main idea or topic.
- Then the **supportive sentences** follow the topic sentence supporting the details that develop, explain or support the main idea of the paragraph.
- At the end of the paragraph is a **concluding sentence** that summarises the paragraph’s main point.

Further, writing skills may better be learnt through different types of paragraph writing. Let us look at some of the following types of paragraph writing.

1. Descriptive writing.
2. Comparative writing.
3. Cause and Effect writing.

Before dwelling on different types of paragraph writing, the following points should be kept in mind while writing a sensible paragraph.

Points to be remembered:

- The subject matter should be relevant to the topic.
- The material should be presented logically.
- It should have an effective beginning and a definite end.
- The writing should be simple, concise and interesting.

- It should be grammatically correct and coherent.

An effective paragraph should have three essential elements.

- **Unity:** A well-constructed paragraph deals with a single central idea. The rest of the sentences should be consistent in supporting the central idea to unify the message.
- **Order:** Effective organization of supporting sentences can lead to an effective and meaningful paragraph. It could be in chronological order, an order of importance and other logical presentation to grasp the meaning and to avoid confusion.
- **Coherence:** Coherence is the arrangement of details in their natural order. One sentence should naturally lead to the next in such a way that there is a logical connection of ideas and progression of thought. This can be effectively done by using transitional/cohesive devices.

Some useful transitional devices and their functions are:

Again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too.

Examples:

For instance, in fact, for example, specifically, that is, to illustrate.

Comparison:

Also, in the same manner, likewise, similarly.

Contrast:

Although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, yet

Summary or conclusion:

all in all, in conclusion, in other words, in short, to summarize, on the whole, that is, therefore, to sum up.

Time:

after, as soon as, at last, before, during, earlier, finally, immediately, later, meanwhile, next, since, shortly, thereafter, until, while.

Place or direction:

above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left, etc.

Cause and effect:

according, as a result, because, consequently, for the reason, hence, if, otherwise, since, so, then, therefore, thus.

Now let us move on to the types of writing by understanding types of paragraph writing.

1. Descriptive Writing

Descriptive writing deals with appearances- what things look, sound, taste, feel or smell like. A sense of observation and selection are key skills in effective descriptive writing. All senses need to be sharpened to receive impressions from the outside and include them in your writing.

Three aspects should be considered while writing a descriptive paragraph. They are- the writer, the reader and the purpose- i.e., who the writer is, whom it is written for and why it is written.

It is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, first-hand accounts of events, or travel guides). When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience. The author might employ metaphor or other literary devices to describe the author's impressions via their five senses (what they hear, see, smell, taste, or touch). But the author is not trying to convince the audience of anything or explain the scene – merely describe things as they are.

A good description aims at creating a single impression. It is also important to use specific and concrete words rather than general or abstract ones.

E.g.: The place was beautiful (doesn't convey specific details)

The place was a **lush green hillside** with a **sparkling waterfall**. (Specific details conveyed)

Descriptions can be of various types.

- a. Describing objects
- b. Describing people
- c. Describing places
- d. Describing process

This unit deals with two types of descriptions.

- a. Describing objects
- b. Describing places

a. Describing Objects:

Some people have a habit of noticing details and they remember them. There are several things in our house, in the hall, in the kitchen, in the bedroom, etc. But, if

you are asked to describe the things in the kitchen or the hall or your room, will you be able to describe them? Here is a picture of a kitchen. There are many things and gadgets in the kitchen.

Sample 1



(The Image of a Kitchen)

Description:

This is a kitchen platform. Above it, there is a small cupboard in which there are kettle and pans. On the platform, there is a gas stove as well as a microwave unit. Near the microwave, there is a sink with water taps. Below the kitchen platform, there are a number of cupboards to keep big and small dishes, pots, etc. In every kitchen, there is an oven for baking things.

Read the description of an oven given here

Sample 2

Description of an OVEN

The oven is a device for baking, grilling, heating, etc. It is an electric device. It has a see-through glass door to view the food being cooked. There are stainless steel black heating elements at the top and the bottom of the oven. They are controlled by a thermostat to provide uniform temperatures inside the oven. We can see these through the glass door. There is a wire grill inside the oven. The glass door is a drop-down front door, which gives you easy access to the interior of the oven. On the top right-hand side, there is a black knob for temperature control. Below that there is a heater selection knob. There are heater indication lights also. It is a very

useful device in the kitchen. We can use it for toasting bread. It can grill the sandwiches for us. It can also be used to fry groundnuts, etc.

Note how the oven is described here. We started with:

1. What kind of a device it is.
2. Then we described its parts such as see-through glass doors, etc.
3. Then we noted how useful it is.

We made use of structures like, the oven is/has, It is/has, and There is/are. They are controlled (by) ----, etc. In the description of an object, we use the simple present tense. If we are talking about things in the past, we can use simple past tense. But in any case, we describe the appearance, the parts, function and usefulness of the object we are describing.

Here is a task for you to try your hand at describing things:

Exercises:

- 1) Describe Wheel Chair.
- 2) Describe Oxygen Cylinder

b. Describing Places

The description of a place generally includes the following details.

◆ Factual information

Eg: The hotel has five floors with a swimming pool on the rooftop.

There are three restaurants and a spa in it.

◆ General impressions

Eg: The library was a pleasant well-lit place with a lot of natural light.

This along with a good collection of classics made the place cosy, warm and bright.

While writing a description of places, one needs to write about:

1. Where it is (its location), what it is — a castle, a museum, an art gallery, a temple, a palace, etc.
2. If it is a historical place, it's possible the period, when it was built.
3. Its structure and its present state.
4. If it is a town, a hill station, then where it is situated, what it is known for, etc.

Description of a place could be done for a variety of purposes like descriptions in a travel brochure, a visitor's guide, an article for a magazine, a sequence while narrating a story etc. while describing a place, one needs to perceive accurately what one is going to describe. It should be trying to recreate one's own experience of the place.

Task 1

Complete the following description of a college by adding relevant words/expressions from the given box.

Twenty-four, Kempegowda International Airport, Bangalore, Browsing, well-lit, Eastern wing, well-stocked, furnished, projectors, open auditorium, next-to, northern wing.

Our college is one of the well-known institutions in _____. It is located near _____. The college has well_____ classrooms which are ____ and spacious. They also have the _____. The_____ of the college has a library that is _____with books and magazines. It also has a _____centre. The_____ has a capacity of 400 seats and all extra-curricular activities are conducted here. We also have a_____for staff meeting. The Principal's chamber is _____ the board room. We have a canteen on the_____ of the campus where students have lunch in the afternoon.

Task 2

Imagine you are writing an article for your college magazine about your visit to Mysore Palace during the Dasara Holidays. Develop the hints given below and complete the paragraph describing the place.

The Maharaja's palace-Mysore-major tourist attraction- 155 km from Bengaluru- architectural style of the palace- innumerable objects of art and paintings from across the world – section on Ravi Varma's paintings- the golden throne- Durbar Hall –grand interiors – extravagant –royal grandeur-some rooms closed from public viewing – Dasara festival activities – a place worth seeing once in a lifetime.

Exercises

1. Write a descriptive paragraph in about 100 words, on a tourist place, you visited recently.
2. Write a descriptive paragraph about Lal Bagh in about 80-100 words.

2. Comparative Writing

In comparative writing, two things, theories, procedures or processes would be compared. While comparing, what is similar between them and what are the things that make them different should be given prominence.

Structure

Comparative writing has 4 paragraphs. The first paragraph will have an introduction. The second paragraph will discuss the similarities. In the third

paragraph, the dissimilarities are highlighted. Finally, in the fourth and the last paragraph, a conclusion is drawn.

To recap, Paragraph 1 will have an Introduction which is used to introduce the topic and tells clearly what is to be written about or what is to be compared.

Examples

1. In this topic I will be comparing Apples and Oranges.
2. I am writing about the similarities and differences between fruits.

In Paragraph 2, how the two things are compared using similarities.

Example

1. The apples and oranges are the same because they both grow on trees / both are fruit.

When writing the similarities, the following keywords may be used – Similar, in common, alike, as well, also, same etc.

In Paragraph 3 we tell the reader how the two things are dissimilar or different.

Example

1. They are different because apples have a core but oranges do not.
2. One major difference between apples and orange is apples have edible skin but oranges do not. While writing the dissimilarities or differences, use the following keywords – differ, although, different, dissimilar, on the other hand.

Paragraph 4, the last paragraph is used to conclude the topic which is used to remind the readers of the main point of the writing.

For example

In the last paragraph, begin the sentence with the following keywords- to conclude, thus, to sum up.

Sample

A. Write a comparative paragraph on online classes and offline classes.

Learning through online classes at the student's and teacher's convenience is known as online education. Offline education on the other hand is a traditional learning method in which students and teachers interact face-to-face.

The online classes and the regular classes in college are the same because they both teach us important topics so that we can be successful in learning. In addition, they both provide us with a routine of attending classes and doing homework. They are different because the online classes are dependent upon technology, but the regular classes at school are different because we do not need a computer and internet constantly.

There are advantages and disadvantages to both online learning and offline learning now it's entirely up to you to decide which mode of learning is better after weighing the pros and cons of it. So, we can see that in both ways we are getting knowledge and working hard.

Exercises

1. Write a comparative paragraph in about 100 words on the Chemistry lab and the Physics lab.
2. Write a comparative paragraph in about 100 words on a Mobile phone and a Desktop computer.

Cause and Effect of Writing

Cause and Effect is a method of paragraph development in which a writer analyzes the reasons for and/or the consequences of an action, event, or decision. A cause-and-effect paragraph can be organized in various ways. For instance, causes and/or effects can be arranged in either chronological order or logical order. Alternatively, points can be presented in terms of emphasis, from least important to most important, or vice versa. What thing happens is **CAUSE** and what happens, as a result, is **EFFECT**.

Examples

1. My mom was scared of cockroaches, (Cause) so she screamed for help.
(Effect)
2. Because people neglect following health protocols such as social distancing, hand washing, and wearing face masks and face shields, (Cause) Covid-19 cases continue to rise. (Effect)

Identify the cause and effect in the following sentences.

1. If your immune system is weak, you will be easily infected with covid -19.
2. Hospitals are full because of the pandemic.

Organization

Writing about causes requires a **Topic Sentence**/Statement of the effect and overview of the causes **Supporting Sentence** causes, arranged in chronological order or logical order.

Cause 1

Cause 2

Cause 3

Conclusion

Restatement of effect — summary of causes – call for action.

Organization

Writing about effects –

Topic sentence — Statement of cause and an overview of the effects.

Supporting Sentence - Effects, arranged in chronological order or logical order

Effect 1

Effect 2

Effect 3

Conclusion

Restatement of causes, a summary of effects – call for action

Transitions/signal words used for cause and effect paragraph

Cause\reason: Because (of the fact), since, due to (the fact that), in that, for, owing to (the fact), for the (simple) reason that, effect \ result, so, so that, therefore, thus, consequently, as a result, because (of this), in consequence, for this reason.

Sample 1

Write the causes and effects of divorce cases in about 100 words.

These days divorce between married couples is more common than ever before. The number of causes of divorce could be compared to the number of divorced couples out there in the world. Common causes of divorce may be/would be misunderstanding, lack of financial stability, infidelity, conflict and arguing. All in all, divorce affects children the most.

The high level of divorce has had many effects not only on children but even on women and men. The biggest effect is on children. Children of divorced parents often have social or emotional problems. For instance, they may face difficulties due to the lack of support or care at home. They may even have problems with their friends at school. Secondly, women are also affected. As a result of divorce,

women may feel insecure and helpless. Thus, they suffer from depression. Thirdly, men, of course, are also affected. As a consequence of divorce, they may lose social interaction with their friends. They may also suffer from financial problems as a result of the divorce. In addition, they may have problems dealing with their children.

Here we can conclude saying that divorce is a serious issue with major effects on children, women, men and thus society.

Exercises

1. Write the causes and effects of Headaches.
2. Write the causes and effects of polluting rivers.

Sources:

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Experience and Expression, 2017, General Workbook, Bangalore University, Prasaranga.

Rajeevan, Geetha, Write Rightly (A course for sharpening your writing skill), New Delhi, Cambridge University Press India Pvt. Ltd.

Resonance –III (General English Course Book and Workbook), 2020, Bengaluru Central University, Prasaranga

<http://human.libretexts.org>

<https://stchas.instructure.com>

CHAPTER - 3

BUSINESS CORRESPONDENCE

- **Letters of Enquiry**
- **Order Letters**
- **Letters of Complaint**
- **Reply to Letter of Complaint**
- **Sales Letters**

OBJECTIVES:

- **To introduce the basics of letter writing.**
- **To introduce the basics of letters for different occasions.**
- **To introduce the rudiments of Business Correspondence.**
- **To introduce varieties of letter writing.**

Letter of Enquiry

Meaning:

A letter of enquiry is written by a prospective buyer to a prospective seller to make an enquiry into the terms and conditions for buying a product. The buyer enquires to find out about the best seller in the market. The best seller means the seller whose terms and conditions are supposed to be most advantageous and profitable.

Different kinds of enquiry letters

- a) Unsolicited enquiry:** An unsolicited enquiry letter is written by a potential buyer interested in the best bargain. ...
- b) A solicited enquiry:** A solicited enquiry is in response to an advertisement/ sales letter of a seller. ...
- c) Enquiries asking for a favour:** An enquiry not about goods but about some other information may be about some special price or some favourable terms.

How to write a letter of inquiry?

1. Start with an introduction. ...
2. Describe your organisation. ...
3. Include a need statement. ...
4. Provide a solution. ...
5. List other providers you are approaching. ...
6. Conclude with a summary. ...
7. Make sure you include all the important information. ...
8. Format the letter formally.

Format of letter of Enquiry:

The format of a formal letter is followed when writing an enquiry letter, so like all formal letters; start the letter with the sender's address followed by the date on which the letter is being written. The receiver's address comes next, followed by the subject, which states the purpose of the letter.

SAMPLE ENQUIRY LETTER - 1

M/s SKG Enterprises,
No. 46, 2nd A Cross,
Vidyaranya,apur,
Bengaluru.

2nd September 2022.

The Manager,
VKS Tiles and Floor Materials,
58, Krantiveera Mansions,
6th Block, Sultan Palya,
Bengaluru.

Dear Sir/Madam,

During a recent Trade Fair held in Bengaluru, I saw some samples of your new granite tiles for flooring. I would like to make use of them for the interiors I am designing for a new housing complex. Please give me the following information:

1. In what sizes, colours and designs can you supply the titles?
2. Are the tiles likely to be affected by rising moisture?
3. Is any special processing of the under-flooring required?

I shall be most grateful if you could send the above information in a week.

Yours Sincerely,

Manager

For SKG Enterprises

SAMPLE ENQUIRY LETTER - 2

Little Blossom International School
CA Site 46, Yelahanka Satellite Town
Bengaluru-560 064.

6th September 2022.

M/s Raghavendra Furniture
No. 66, BDA Complex
Jayanagar 4th Block
Bengaluru.

Dear Madam/Sir,

We are opening a new International School in Yelahanka Satellite Town at the above address with 36 classrooms and will be buying a large number of desks and chairs. We would be pleased to receive your catalogue of moulded plastic school furniture together with your price list.

The school has to be fully equipped by the end of this November and we will expect supplies to reach us by 15th November.

If you can supply suitable goods, we may place further orders as we will be expanding some of our schools and also setting up new ones in other parts of the city.

Yours truly,

Headmaster

REPLY TO THE ENQUIRY
Model Reply to the Enquiry – 1

The Manager
VKS Tiles and Floor Materials
58, Krantiveera Mansions
6th Block, Rajajinagar
Bengaluru.

9th September 2022.

M/s SKG Enterprises
No. 46, 2nd A Cross,
Vidyaranyaपुरa,
Bengaluru.

Dear Sir/Madam,

Thank you for your enquiry of 2nd September 2022 about our new granite tiles for flooring. We have enclosed a copy of our catalogue showing the designs and range of colours in which the tiles are available.

M/S. Dhruv & Co, 23, MG Road, Bengaluru is our supplier who handles all our products in the city of Bengaluru. We have asked Mr. Dhruv to get in touch with you. He will inspect the premises and advise you whether moisture would give rise to any problems. Our new PVC tiles are hard-wearing and if they are laid according to the instructions provided by us, will give you lasting satisfaction.

Yours Sincerely,

For VKS Tiles and Floor Materials

Model Reply to the Enquiry - 2

M/s Raghavendra Furniture
No. 66, BDA Complex
Jayanagar 4th Block
Bengaluru.

12th September 2022

Little Blossom International School
CA Site 46, Yelahanka Satellite Town,
Bengaluru-560 064.

Dear Sir/Madam,

In reply to your enquiry, we are happy to send you our catalogue and price list of moulded plastic chairs and desks. They are enclosed herewith. You will find models shown in our catalogue suitable for school. They are available in several sizes, to be suitable for children of different age groups. We have supplied these chairs and desks to many schools both in Bengaluru and several district centres.

The schools have found them highly satisfactory as they require very little maintenance and are easy to clean. Their pleasant appearance adds to the attractiveness of the classroom. The variety of colours in which they are available gives you an added advantage.

We shall be very happy to discuss your requirements personally. Please call us at any of the numbers given above for an appointment for our representative to meet you. Thanking you.

Yours truly,

For M/S Raghavendra Furniture.

ORDER LETTER

An order letter is written by a prospective buyer to a prospective seller for the purchase of certain goods according to specific terms and conditions which are mentioned therein. The order letter should contain all details of commodities and/or services required.

The details of the products like the product and its specifications, quantity, quality, method of packing, delivery date, mode of delivery, settlement of the account, discounts for quantity, cash purchases and name of the court where legal proceedings, if any can be conducted, should be included in the order letter. Reference should be given to the previous communication. An order letter is an important letter in the entire purchase transaction because it forms the basis of the transaction which involves the exchange of money with goods.

Model Order – 1
BLUE MOON HOTEL
Nandi Hills, Chikkaballapur

Order No. 126

3rd August 2022

Century Mills Ltd.
Chamarajapet
Bengaluru.

We are happy to place an order vide our order no. 126 for 6 items. Please supply the following to the address given above.

Quantity Nos.	Item	Catalogue Number	Unit price Rs.
50	Bed sheets white (120 cm)	96	250
50	Bed sheets blue (100 cm)	89	300
100	Pillow covers white	42	40
100	Pillow covers blue	45	50
100	Bath towels green	67	150
200	Hand towels green	69	40

As we need all these items urgently, please deliver them within a week. We understand that you will give us a discount of 7% on the total and a 2% cash discount if we make a cash payment within seven days of delivery.

(Signed)

N. L. Rao

FOR BLUE MOON HOTEL

Model Order – 2

NK Industries

No. 246, I Phase, Industrial Area, Yeshwanthpur, Bengaluru.

Order No. 420.

Date:6th August 2022

M/s Pandey Stationery Suppliers
56, TK Lane
Avenue Road
Bengaluru.

Dear Sir/Madam,

We confirm our order for 15,000 sheets of A4 size bond papers placed by telephone this morning.

Enclosed is our cheque for Rs. 4,000 as advance payment. Please deliver the package on the 16th at our address given above. The balance amount will be paid after delivery.

We shall be placing similar orders with you if we find that your products and services are of high quality.

Yours truly,

Naveen Kumar
(Proprietor)

LETTER OF COMPLAINT

After receipt of the consignment, the buyer has to inspect the quantity and quality of the goods received by him. As a result of the inspection, he will be able to point out the mistakes, if any that he has noticed in the execution of the order. The actual quality and quantity mentioned in the order should match the actual goods. In case of any difference, the buyer will file a complaint. The letter of complaint should be written only to mention the defects of the goods not to quarrel with the seller. The buyer should also be definite about the nature of the complaint instead of making a vague complaint.

A complaint may be due to any one or more than one of the terms and conditions in the order being violated by the seller. Wrong quantity, quality, late delivery, damaged goods, wrong mode of transportation, wrong method of packing, overpricing in the order than ordered, wrong calculation in the invoice, misrepresentation or discourtesy of the seller's salesman or representative, any violation of the terms and conditions in the order.

Model Complaint Letter - 1

DRAVID LEATHER LIMITED

73, Industrial Area, Bengaluru

M/s Javid Chemical Limited
No. 25, 1st Main Road
G.T. Road, Ghaziabad.

Date: 29th August 2021

Sir/Madam,

I regret to say that the chemicals ordered by us on July 2, 2021, have not been received to date. We place the orders by clearly stating that chemicals should reach us on or before August 14, 2021. We also stress the importance and reasons behind this.

The inordinate delay on your part has created an odd situation for us. The delay in delivery has brought the work in our unit to a standstill and it may well spoil the prospects of our projects. Due to this delay, our company will have to pay the overhead expenses every day.

Keeping in view the urgency, we request you to inform us about the exact date when delivery may be made. Please deliver us goods before September 10, 2021, otherwise, we will have no alternative except to cancel the order and purchase from nearby suppliers.

Yours sincerely,

Mr. Kapoor.

MANAGING DIRECTOR

Model Complaint Letter – 2
JAVID CHEMICAL LIMITED
G.T. Road, Ghaziabad

M/s Dravid Leathers Limited
No. 73, Industrial Area
Bengaluru.

September 1, 2021

Dear Sir/Madam,

Please accept our sincere apology for the delay in the execution of your order dated July 2, 2021.

Owing to a month strike in the factory, followed by power cuts and the strike of UP Electricity Board employees, the production has remained suspended for more than one month. This resulted in our falling behind the delivery schedule. Kindly understand our position that circumstances were beyond our control.

We feel extremely sorry about this inevitable delay that has caused you inconvenience. Now the situation has changed. We are doing our best to execute the pending orders.

We hope you will be supplied with your goods before September 15, 2021.

Yours truly,

Tawakkal Hussain
(Sales Executive)

Model Letter of Complaint – 3
NARAYAN TRADERS
M.G. Road, Chennai

Date: July 31, 2021

M/s Thompson Refrigerators
Cool Road, Bengaluru.

Sir/Madam,

Thank you for the prompt execution of the order of 20 refrigerators, but we regret to inform you that 2 sets of Refrigerators of 300 litres-Double Door are badly scratched and damaged. We are not in a position to sell these damaged refrigerators.

When we unpacked the consignment, we discovered that its packing was not sufficiently strong and safe to protect its body in transit. As a result, we got these sets in damaged condition. We are left with no other option except to return these damaged sets.

We shall be very grateful if you kindly replace these sets and send them along with the next consignment scheduled to depart on August 15, 2021.

Yours sincerely,

R.G. Narayan
(Proprietor)

Model Reply to Complaint Letter

THOMSON REFRIGERATORS

Cool Road, Bengaluru.

August 10, 2021

M/s Narayan Traders
M.G. Road
Chennai.

Sir/Madam,

We are sorry to learn that 2 sets of refrigerators of 300 litres-Double Door are in damaged condition. Our dispatch section usually inspects before packing; such damages rarely occur. The damage occurred because the packing was handled carelessly and roughly by the transporters. We have introduced extra cushioning to prevent such damages so that such damage will not take place in future.

We shall send new sets along with the next consignment scheduled to be dispatched on August 16, 2021. You are requested to return these damaged sets on the return journey of the truck. We always value our dealers and try our best to ensure defect free and uninterrupted supply of our products.

Sincerely Yours,

Ramanuja
(Sales Director)

SALES LETTER OR SALES PROMOTION LETTER

A sales promotion letter also called a trade circular is in the form of an advertisement for a product. A trade circular or a sales letter becomes handy when a general advertisement campaign leaves a gap. Because of its approach, a sales letter is more beneficial to convince the customer. This sales letter may be intended for a prospective buyer or existing buyer. This letter intends to make the reader buy the products or services. A sales promotion letter is written with the following objectives:

1. To stimulate sales when it is selling or it is not increasing as per expectations
2. when it is intended to convey a change in product or quality or programme
3. To offer new varieties of a product to the present customer or prospective one.
4. To open up new markets for an old product or a new product.

The technique of writing a sales letter is different. The qualities of a sales letter should confirm the AIDA (Attention, Interest, Desire and Action) formula which makes the reader buy the product.

PUNEETH WATCH HOUSE
No. 56, M.G. Road, Bengaluru-1.

October 10, 2021

Dear Friends,

Do you want your watch, like other eco-friendly products, to spell convenience for you, contribute to the conservation of natural resources and reduce pollution for our planet? If so, CITIZEN presents this by introducing: ECO-DRIVE Thermo – a watch driven by an advanced ion-lithium, generating its power by using light energy from any source.

Engineered to eliminate battery changes, the watch gets maximum power from minimal light. This watch runs on a mechanism that generates energy from the difference in temperature on the two watch surfaces.

In spite of the path-breaking technology, the watches are priced between Rs. 2,000 and Rs. 4,500 in the national market. CITIZEN has decided to position itself as a leading supplier of the mid-price range of high-tech watches in beautiful designs and reasonable prices. Crafted in scratch-resistant, lightweight titanium and wrist nickel-safe stainless steel; various designs are now available in India starting at Rs. 6,800. When it comes to measuring time and possessing character at the same time, you will find yourself wearing on your wrist a watch that combines form and function into a distinctive personality.

We look forward to your visit to Puneeth Watch House and are confident that you will find a rich and rare variety of Eco-drive Thermo of citizens.

Yours sincerely,

Puneeth Sharma

(Proprietor)

MAHINDRA AND COMPANY

No. 66, II Cross, VI Main, R.T. Nagar, Bengaluru.

March 29, 2021

Mr. S.P. Sharma
No. 80, C.K. Road
6th Block, Rajajinagar
Bengaluru-10

Dear Sir/Madam,

Do you want to drink water clean, germ-free and with improved taste? For your choice, USHA INTERNATIONAL has launched the most modern water filter in collaboration with BRITA, the German company: The Usha Brita Water guard.

A water filter specifically designed for Indians with German technology is now available in India and we are honoured to be appointed as distributors of the product.

Designed under German supervision and ideal for Indian water conditions the Usha Brita is one but three generations ahead of ordinary water filters. Its unique 3 stage process that makes water germ free, clear and tasty is as follows:

1. The water passes through a micron pre-filter, which removes suspended particles.
2. In the next stage a proper contact time with the unique Health cartridge disinfects the filtered water from harmful disease pollutants and odour present in water from harmful disease-causing bacteria and viruses.
3. Finally a unique taste cartridge absorbs excess chlorine organic pollutants and odour present in water, thereby enhancing its taste.

A unique online water filter that does not require plumbing or electricity, and costs much less, it is a water filter purely for Indian conditions. The path-breaking technology makes water guards the safest choice in water filters today. Moreover,

the water guard has been certified by leading international and Indian Research Institutions.

Water guard has unique look with a transparent top container and food-grade plastic body. Additionally, it is convenient to carry 20 litres capacity water system.

Water guard is brought to you by a joint venture between Usha Shriram and Brita system GmbH of Germany. Brita is the world leader in household water filtration systems with a vast experience of over 30 years and a formidable 85% market share in Europe, America and the rest of the world.

We are enclosing an order form and a detailed brochure for your reference. Simply fill in the enclosed order form or call our sales department at your toll-free number 356745.

Yours sincerely,
Nithin Dhingra
Sales Executive

EXERCISES:

1. On behalf of the librarian of your college, write a letter of enquiry to a prominent bookseller asking for the latest catalogue and details of discounts offered to libraries and any other concessions you can get.
2. Write a reply to the above enquiry.
3. Write a letter of Enquiry, on behalf of Rajendra Agencies to Ravisutha Furniture, Bengaluru asking for a quotation of prices for their steel furniture for offices and homes. Enquire also about the concession and commission given and about the mode of payment and credit facilities.

4. Write a reply to the above enquiry.
5. M/S. Kabeer and Sons, Jeppu, Mangalore want to place a large order for 'PROVIT' Baby Food manufactured by you. But request you to reduce the price because of the poor purchasing power of their customers at present. Write a suitable reply expressing your willingness to give them a special price concession.
6. As the Sales Manager of Standard Umbrella Works, Andheri, Mumbai, write a letter to Mrs. Pannalal and Company, Ahmadabad regretting your inability to accept their order for five dozen Gent's umbrellas at the price quoted by you for orders of 20 dozen and upwards. State your terms for accepting the present order.
7. On behalf of an export firm in Mumbai, write a letter to Navjeevan Silk Mills, Surath, complaining that the silk sarees sent by them do not correspond in colours and designs to the samples selected by you. Holding the consignment at your disposal, ask for immediate replacement given your urgent export commitment.
8. You placed an order for 500 sunglasses with Hajee Musa Ali, Mumbai saying that the goods are required for summer and must be delivered before March. Write a letter cancelling the order as the goods were not delivered in time.
9. Draft a sales letter to promote the sales of some new cosmetics.
10. Spenser and Company Limited, 150, Mount Road, Chennai intends to push up its air conditioners which have passed the internationally accepted psychometric tests. As Sales Manager, draft a suitable sales letter highlighting the features of greater efficiency, uniformity in cooling, minimum power consumption and expert after-sales service.

Reference Books:

- 1) Business Correspondence - R C Bhatia
- 2) Business Correspondence & Report Writing - R C Sharma & Krishna Mohan.
- 3) Essentials of Business Communication - Rajendra Pal & J S Korlahalli.

CHAPTER – 4

COMMERCIAL WRITING

Objectives:

- **To make the students professional in Advertisement writing.**
- **To enable the students to write the Posters to communicate community issues and events.**
- **To sensitise the students about the new horizons in Brochure and Manual writing.**

Pre-Reading Activity:

- **Have you ever designed a brochure to help capture the attention of potential customers, especially in the case of small and emerging businesses that are on a tight budget?**
- **As a student, have you ever advertised for promotion of a product, brand or service to a viewership to attract interest, sales and profit?**

Advertisement Writing

An advertisement is a type of marketing in written or visual form. It seeks to attract attention towards any product or service that a person wants to sell.

There are two types of Advertisement Writing:

1. Classified Advertisement
2. Commercial Advertisement

A Classified advertisement is written by an employer who is looking for the services of a person in his organization or to sell/purchase/rent any property or for many other purposes.

A commercial advertisement means an advertising message designed for delivery through a motion picture film or video medium to attract the attention of consumers or influence consumers' feelings toward a particular product, service, event or cause.

TYPES OF ADVERTISEMENTS and THEIR PURPOSES

- **SITUATION VACANT:** This advertisement is written by an employer who is looking for the services of a person in his organization.
- **SITUATION WANTED:** This is written by a job-seeker.
- **FOR SALE:** This is written in an attempt to sell property, assets, office goods, etc.
- **TO LET:** This is written by a person looking for tenants for his/her property.
- **ACCOMMODATION WANTED:** Written by the ones looking for a place for accommodation.
- **MATRIMONIALS:** This is written while looking for prospective marriage candidates.
- **MISSING:** This is written in case any person/pet goes missing giving descriptive details for the same.

Tips for writing Advertisement

1. When writing an advertisement, every word counts. Being too vague or wordy will cause people to skim the advertisement instead of pausing to read it, so the same writing tenets apply no matter what type of advertisement.
2. It should begin with a heading in bold or upper-case letters.

3. The language should be according to the audience we are referring to. For example - If a person wants to sell something to the youngsters, the words chosen shall be good enough to attract them.
4. Do not use the same descriptive characteristics for every type of advertisement. For example - In the Situation Wanted case, calling for receptionist applications, one must use words that are indicative of the personality and communication skills one is looking for. On the other hand, for hiring a tech executive, it is imperative you must ask for skills limited to the IT department.
5. Do not make full sentences. The prescribed limit is 50 words and in order to make the advertisement loaded with information about the topic and has to manage words carefully.
6. Always add contact details in the end either in the form of contact no., email id or both. They are generally given in the question.
7. Remember, nowhere in the answer it is required to mention personal details.
8. It should always be in a box made with sharpened pencil.
9. It should be neat and clean with a good presentation.
10. Practice a lot of advertisements because, “Practice makes the man or woman perfect”.

EXAMPLE

Q.1 Ram wants to sell his newly built flat. Draft a suitable advertisement in not more than 50 words to be inserted in the classified columns of ‘The Hindu’ giving all necessary details. Address 247, J. P. Nagar, Bengaluru.

Answer:

NEW FLAT FOR SALE

Newly built, ideally located flat for sale on M.G. Road

Two bedrooms with attached toilets, huge drawing-cum-dining and servant room,
spacious and well-lit.

Barely 10 minutes' drive from the airport.

In close vicinity of reputed schools and multi-speciality hospitals.

Expected price: 25 lacs.

Contact Niranjana, 247, J.P. Nagar, Bengaluru.

EXERCISE

Q.1 Sahana is the General Manager of Ivy Software Solutions, Agra Cantt, Agra. She needs a software engineer for her organisation. Draft an advertisement in not more than 50 words to be published in 'The Times of India' under the classified columns.

Q. 2 Sita's younger brother aged 5 has been missing for the last three days. Draft an advertisement in not more than 50 words for the Missing Persons column of a local newspaper. Contact number 931070000.

Q. 3 Revathi, a student of B.Com, St. Xavier's College, Jhansi is interested in giving tuition in Mathematics to one or two students of class VIII. Draft an advertisement in not more than 50 words for a local newspaper.

Q. 4 Vimala would like to let out a portion of her independent house for office use. Write an advertisement for the classified columns of the local newspaper giving all the necessary details. Write the advertisement in not more than 50 words.

Q. 5 Devi possesses an acre of land in the heart of the city. She wants to dispose of this property since she has decided to buy a flat. Write an advertisement to be published in a national daily, giving all the necessary details.

PRODUCT MANUAL

Meaning

A product manual is a document provided to a user that helps in using a particular system, product or service seamlessly. It is also known as an instruction manual or a user guide. Such documents cover detailed information about operations, guidelines, troubleshooting guides, functionalities and more.

What is in a product manual?

A user manual usually contains the following information: product name, type, features, elements, safety warnings, installation, maintenance, repair information and glossary.

Importance of Product Manual

Every organization operates according to a set of rules and regulations. Handbooks and manuals keep all those relevant regulations and procedures in one place. Referring to these resources should be highly valuable and highly utilized.

How to write a Product Manual?

1. Identify the users

The first thing the student needs to do when writing user manuals is to identify exactly who the users are – demographics, their needs, problems and requirements to start with. Finding out that the audience tells how much detail is needed to include in the user manual and the way to present content.

2. Focus on the problem

All user manuals are aimed at solving a problem for users. One needs to find out what these problems are in order to create a truly helpful manual and solve the problem with instructions. Of course, if there is a deeply entrenched problem with the product then that should be fixed rather than simply providing workarounds in the documentation.

3. Use sequential steps in order

Instructions should be broken down into sequential steps that are presented in order as a numbered list. Try organizing it so the easiest task to accomplish is presented first. Keep just one point per step to make it easy for the users to follow the instructions. Tell the users what the completed task will look like before they move on to the next step.

4. Map user journey

Conduct research into how users actually use the product so that the information can produce the appropriate documentation to accompany each touch point on the user journey. The essential goal is to see the product from the user's point of view and understand exactly how they are interacting with the brand. Part of user journey mapping is identifying exactly what problem or goal the user has when using the product. It should have break up for the users into different segments as users may have different reasons for using the product.

5. Choose a Template

To keep the documentation consistent, it's important to develop a set of templates which can be used to write the content. The template should be clear and easy to follow and include the vital components needed for each document.

The template can include:

- Space for an introduction
- Sections and subsections
- Sequential steps
- Warnings and call-outs
- Space for a conclusion
- Make sure to specify font size
- Background contrast and use colour coding consistently

6. Write simple and easy-to-follow content

Write in a clear and compelling manner, content should be simple and easy to follow. Rigorously edit documentation to streamline content and make sure it includes only the most essential elements that users need to complete a task. Each step of instructions should include just a single task so users can work through the documentation step-by-step without getting confused.

7. Treat all users as laymen

Don't assume that users have a technical background – the language chosen should treat the users as if they are laymen, avoiding all jargon and specialist terms unless absolutely necessary. It's best to assume that the users know nothing about the product and be as explicit as possible in the documentation.

8. Test instructions alongside the product using naive users

When writing a user manual, it should be tested whether it works on users who have never used the product before. Make a note of where users get stuck in reading documentation and revise content accordingly. Users should be able to make use of documentation without reaching out to support. Provide everything they need to know in the manual.

9. Build content using a practical approach

When writing a user manual, make sure to include practical examples alongside instructions to show users the results they can expect to see if they complete the task. Instructions should clearly explain what users will see or hear and any feedback they might get from the product.

10. Explain symbols, icons and codes early

Symbols, icons and codes can be used in the documentation to represent certain information. Make sure to explain them early on so users aren't left scratching their heads.

Example of Product Manual:

EYE DROPS

WARNING: To be sold by retail on the prescription of a registered report only.

DOSAGE: As directed by the Physician.

INFORMATION: It is a tear substitute for dry eyes, Irritation and Burning relief.

MAINTENANCE: Keep in a cool place, protected by light.

PROCEDURE:

1. Remove the cap.
2. Break the seal.
3. Install the prescribed number of drops.
4. If additional eye drop are ordered wait for 5 min between each medication.
5. After use close the cap and keep it in a cool place.

DURABILITY: Best before 2 years from the manufactured date.

IT IS 100% TESTED BY A PHYSICIAN.

Hair dye/ colour

WARNING: It should not be used for eyebrows and eyelashes. Rinse eyes immediately with water if product comes into contact with eyes.

INFORMATION: In case of irritation or Itching, avoid or stop using the product, then consult a doctor.

Keep away from children.

PROCEDURE:

1. Mix expert cream and developer in the plastic or glass bowl.
2. Mix the product.
3. Apply the mixture on washed and dried hair with the brush.
4. Leave for 30 min.
5. Rinse throughout the water.

BEST BEFORE 18 MONTHS FROM THE MANUFACTURING DATE

Exercises:

Draft MANUAL WRITING for the following:

Television Manual

Play Station Manual

Contact Lens Manual

Sun Screen Manual

Face Wash Manual

Ear Drop Manual

Smart Watch Manual

POSTER WRITING

A poster is a very useful means of making an announcement or appeal, issuing a notice, advertising a product or bringing about awareness on any issue of public interest. A poster should be visually attractive and readable from a distance. They are extensively used by NGOs, political parties, government departments, etc.

Poster Making Format

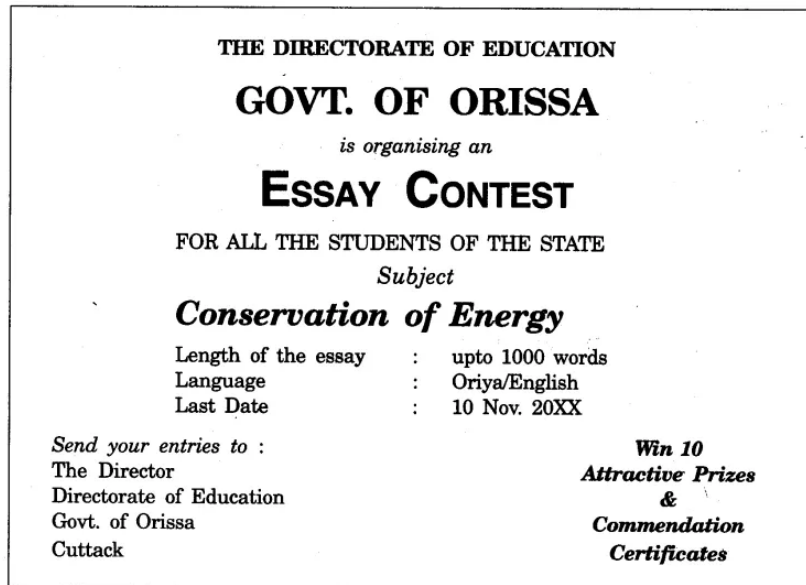
<p>NAME OF ISSUING AUTHORITY</p> <p><u>TAGLINE</u></p> <p><u>TITLE/NAME OF THE EVENT</u> (exhibition, workshop, etc.)</p> <p>SPECIAL ATTRACTIONS</p> <p>ILLUSTRATION (WITH A CAPTION)</p> <p><u>WHEN (date and time) AND WHERE</u></p> <p>ENTRY FEES (if any) AND <u>OTHER RELEVANT</u></p> <p><u>INFORMATION</u></p> <p>CONTACT INFORMATION</p>

- 1. ISSUING AUTHORITY**– By whom or by which organisation the poster is being published.
- 2. TAGLINE OF THE EVENT**– it has to be in accordance with the question. A catchy tagline for the occasion. It should be clearly visible. Thus, it can be bold, underlined or in capitals.
- 3. TITLE OF THE EVENT**- it should be short and as per the question.
- 4. SPECIAL ATTRACTIONS**– This is optional. For example: - Guest speaker, etc.

- 5. ILLUSTRATION-** It involves pictorial representation. For e.g., a drop of blood for a blood donation camp.
- 6. DATE, TIME AND VENUE-** It is very important to mention the date, time and venue of the event.
- 7. CONTACT INFORMATION–** In case of any queries, the targeted audience should have someone to contact.
- 8. OTHER RELEVANT INFORMATION–** If there is any other information mentioned in the question and is supposed to be there in the poster, it is important to mention it.
- 9. ISSUING AUTHORITY:** By whom or by which organisation the poster is being published.
- 10. TAGLINE OF THE EVENT:** It has to be in accordance with the question. A catchy tagline for the occasion. It should be clearly visible. Thus, it can be bold, underlined or in capitals.
- 11. TITLE OF THE EVENT:** It should be short and as per the question.
- 12. SPECIAL ATTRACTIONS:** This is optional. For example: Guest speaker, etc.
- 13. ILLUSTRATION:** It involves pictorial representation. For e.g., a drop of blood for a blood donation camp.
- 14. DATE, TIME and VENUE:** It is very important to mention date, time and venue of the event. It is a point you cannot risk forgetting.
- 15. CONTACT INFORMATION:** In case of any queries, the targeted audience should have someone to contact to.
- 16. OTHER RELEVANT INFORMATION:** If there is any other information mentioned in the question and is supposed to be there in the poster, it is important to mention it.

Example:

1 The Directorate of Education, Odisha State is organising an Essay Contest for all the students of the state. Prepare a suitable poster which can be sent to different schools for display on their notice-board.



Exercises:

1. As the President of Leo Club of Temple Town, prepare a poster on behalf of Lions Club and Leo Club for 'Diwali Mela' to be held at Chinnaswamy Stadium, mentioning some of the attractions.
2. Design a poster in not more than 50 words for the school library on the value of books and good reading habits. Slogans may be used.
3. As the manager of 'Excellent Coaching Centre' run by you, prepare a poster calling the attention of students desirous of attending IIT and CPMT coaching to join your coaching centre.
4. As Cultural Secretary of Ryan's International College, Noida, design a poster to announce the staging of a play in the college.

5. Design a poster in not more than 50 words about the need for Regular Exercise.
You may use slogans.
6. As the President of Leo Club of Temple Town, prepare a poster on behalf of Lions Club and Leo Club for 'Diwali Mela' to be held at Nehru Stadium, mentioning some of the attractions.
7. Design a poster in not more than 50 words for your school library on the value of books and good reading habits. You may use slogans.
8. As the manager of 'Excellent Coaching Centre' run by you, prepare a poster calling the attention of students desirous of attending IIT, CPMT coaching to join your coaching centre.
9. As Cultural Secretary of Ryan's International School, Gurgaon, design a poster to announce the staging of a play in your school.
10. Design a poster in not more than 50 words about the need for Regular Exercise.
You may use slogans.

COURSE PLAN

III SEMESTER B.Sc./B.C. A / B.Sc. (FAD) / B.V. A and other courses coming under Faculty of Science		50/56hrs	60 marks
UNIT – I			
RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS		23 hrs	40 marks
READING SKILLS	PLAY		30 marks
	<i>The Life of Galileo</i> by Bertolt Brecht	15 hrs	
LISTENING SKILLS The Audio version of the speeches to be emphasized	PERSUASIVE SPEECHES	8 hrs	10 marks
AUDIO VERSION OF THE SPEECHES TO BE EMPHASIZED	Dr. B R Ambedkar's Constituent Assembly Speech on Dec 17th, 1946		
AUDIO VERSION OF THE SPEECHES TO BE EMPHASIZED	“My Vision for India” by Dr. APJ Abdul Kalam is one of his best speeches at Indian Institute of Technology, Hyderabad, where he outlined his visions for India.		
AUDIO VERSION OF THE SPEECHES TO BE EMPHASIZED	Sachin Tendulkar's farewell speech at Wankhede Stadium		
AUDIO VERSION OF THE SPEECHES TO BE EMPHASIZED	Malala Yousafzai's Nobel Peace Prize acceptance speech		
AUDIO VERSION OF THE SPEECHES TO BE EMPHASIZED	The Speech of Chief Seattle		

UNIT – II			
PRODUCTIVE SKILLS: SPEAKING AND WRITING SKILLS		23 hrs	20 marks
SPEAKING SKILLS	PRESENTATION SKILLS	5 hrs	
	Types <ul style="list-style-type: none"> • Informative/Instructional Presentation • Persuasive Presentation • Demonstrative Presentation 		5 marks
WRITING SKILLS	INTRODUCTION TO WRITING AND TYPES OF WRITING		
	<ul style="list-style-type: none"> • Introduction to Writing Types of Paragraph Writing <ul style="list-style-type: none"> • Descriptive Writing • Comparative Writing • Cause and Effect Writing 	6 hrs	5 marks
	BUSINESS CORRESPONDENCE		
	<ul style="list-style-type: none"> • Letters of Enquiry • Order Letters • Letters of Complaint • Reply to Letter of Complaint • Sales Letters 	6 hrs	5 marks
	COMMERCIAL WRITING	6 hrs	5 marks
	<ul style="list-style-type: none"> • Advertisement Writing • Product Manual • Poster/Brochure Writing 		
FORMATIVE ASSESSMENT		4 hrs	
FORMATIVE ASSESSMENT ACTIVITIES	Discussion / Guidance for Experiential Learning under Formative Assessment		

ASSESSMENT

Mode of Evaluation and Distribution of Marks

- The course shall carry a total of 100 marks.
- There shall be a semester-end written examination for all the courses conducted by the Examination Division of the University for 60 marks.
- Each semester there shall be Internal Marks for 40.

A. FORMATIVE ASSESSMENT – 40 marks

B. SUMMATIVE ASSESSMENT – 60 Marks

TOTAL - 100 Marks

A. FORMATIVE ASSESSMENT – 40 marks

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Internal Test	10
Presentation – (seminar/webinar)	10
Experiential Learning (Any 2 Activities) Surveys/Interviews/ Project on Poster/Brochure Note: <ul style="list-style-type: none">• Proper documentation should be maintained and submitted for assessment.	20
Total	40

The formative assessment should involve the following activities to provide real- life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/ experiential learning/ collaborative learning for formative assessment.
- Activities which would provide hands-on experience and contribute towards language skill building must be organized.
- **Survey:** A research method used for collecting data from a predefined group of respondents to obtain information and insights into various topics of interest.
- **Interviews:** An interview is a procedure designed to get information from a person through verbal responses to verbal inquiries.
- **A case study** is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.
- **Project-based learning** (PBL) through designing, developing, and completing projects and activities, encourages students' critical thinking and cross-disciplinary connections.
- **An Internship** provides hands-on experience in the chosen field for the students. Internships bridge the gap between the campus and corporate.

QUESTION PAPER PATTERN

III Semester B.Sc./B.C.A/B.Sc. (FAD)/B.V.A., Degree Examination

(Semester Scheme-CBCS)

(As per NEP Model)

GENERIC ENGLISH

LANGUAGE ENGLISH-III (LINGUA FRANCA-III)

Time-2.30 Hours

Max. Marks-60

Instructions: 1. Read all the instructions carefully and write answers.

2. Write the question number correctly

UNIT – 1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

I Answer in about a page (2 questions out of 3) (play based) 2 X 5 = 10

II Answer in about 2-3 pages (2 questions out of 3) (play based) 2 X 10 = 20

III Answer in about a page (2 questions out of 3) (Speech based) 2 X 5 = 10

UNIT 2

PRODUCTIVE SKILLS: SPEAKING SKILLS AND WRITING SKILLS

IV Prepare 5 slides of the presentation (1 question out of 2) 1 X 5 = 5

V Paragraph Writing (Attempt any 1 out of 3) 1 x 5 = 5

VI Write any 1 letter given out of 3 letters) 1 X 5 = 5

VII Write any 1 out of 3 questions based on Advertisement/Product Manual/

Posture/Brochure Writing using given details 1 X 5 = 5

MODEL QUESTION PAPER

III Semester B.Sc./B.C.A/B.Sc.(FAD)/B.V.A., Degree Examination

(Semester Scheme-CBCS)

(As per NEP Model)

GENERIC ENGLISH

LANGUAGE ENGLISH-III (LINGUA FRANCA-III)

Time-2.30 Hours

Max. Marks-60

Instructions: 1. Read all the instructions carefully and write answers.

2. Write the question number correctly

UNIT – 1

RECEPTIVE SKILLS: READING SKILLS AND LISTENING SKILLS

I Answer any TWO of the following questions in about a page. 2 X 5 = 10

1. Why does Galileo say, “The cities are narrow and so are men’s minds” in the opening scene of the play?
2. What is the reaction of Signora Sarti to Galileo’s teachings to Andrea?
3. Write a short note on the character of Andrea.

II Answer any Two of the following questions in about three pages.

2 X 10 = 20

1. What are the reasons which should cause an astronomer to stop from further research in astronomy according to The Little Monk?
2. Why does Galileo recant on his findings?
3. Sketch the character of Virginia.

III Answer any two of the following questions in about a page 2 X 5 = 10

1. Explain Malala's views on education for girls.
2. Mention the three important visions in detail with reference to the speech by A.P.J. Abdul Kalam.
3. Explain the views of Dr. B.R. Ambedkar as expressed in his speech, 'Dec 17th, 1946'.

UNIT 2

PRODUCTIVE SKILLS: SPEAKING SKILLS AND WRITING SKILLS

IV Prepare 5 slides for the presentation on any ONE of the following 1 X 5 = 5

Mental Health OR Travel

V Write a paragraph on any one of the following. 1 X 5 = 5

1. Write a descriptive paragraph on the Western Ghats.
2. Write a comparative paragraph on a Bicycle and a Motorbike.
3. Write a paragraph on the cause and effect of nuclear war.

VI Write any ONE letter on the following 1 X 5 = 5

1. Write a letter to Hindustan Watch Company, Mumbai-1, asking for a copy of their latest catalogue. State that you propose to stock watches for sale. Ask for their best trade terms for the supply of their watches and clocks.
2. Mr. Aryaavardhan of Bengaluru complains of defects in the air coolers supplied to him by Vishal Electrical Appliances of Hyderabad. As Sales Manager, write a tactful letter to him pointing out that your company is unable to accept any liability till your representative has inspected the air coolers.
3. Draft a sales letter to promote the sales of EV two-wheeler.

VII Write any ONE of the following using the given details below 1 X 5 = 5

1. As the President of your college, prepare a poster on behalf of the Yoga Club and Physical Education Club for 'Yoga Day' to be held at your college ground mentioning some of the attractions.
2. Kamala a student of B.COM, St. Anne's college, Bengaluru is interested in giving tuition in Math and Science for one or two students of class IX. Draft an advertisement in not more than 50 words for a local newspaper.
3. Draft Manual Writing for Television Manual.