

Daisies

English for Employment

SEMESTER – IV



Board of Editors

Postgraduate and Research Department of English

Government Arts College (Autonomous)

Coimbatore – 18

SEMESTER -- IV
PART – II - ENGLISH – IV

PROSE

1. How I became a public Speaker – G.B. Shaw.
2. Chicago Address – Swami Vivekananda.
3. Glory has Departed – Jawaharlal Nehru.
4. I have a Dream – Martin Luther King Jr.

VOCABULARY

1. Democracy at stake
2. Drain of resources

COMMUNICATIVE GRAMMAR

1. Prepositions.
2. Articles.
3. Voice.
4. Concord.

COMPOSITION

1. Resume Writing/Job application.
2. E-mail writing.
3. Mind-Maps.
4. Review writing.

Suggested Reading

1. Daisies: English for Employment, Department of English, Government Arts college, Coimbatore.
2. Grammar for Communication, V.Saraswathi et.al, Emerald publishers.

PROSE

1. HOW I BECAME A PUBLIC SPEAKER – GEORGE BERNARD SHAW

WHEN I went with Lecky to the Zetetical meeting I had never spoken in public. I knew nothing about public meetings or their order. I had an air of impudence, but was really an arrant coward, nervous and self conscious to a heart-breaking degree. Yet I could not hold my tongue. I started up and said something in the debate, and then, feeling that I had made a fool of myself, as in fact I had, I was so ashamed that I vowed I would join the Society; go every week; speak in every debate; and become a speaker or perish in the attempt. I carried out this resolution. I suffered agonies that no one suspected. During the speech of the debater I resolved to follow, my heart used to beat as painfully as a recruit's going under fire for the first time. I could not use notes; when I looked at the paper in my hand I could not collect myself enough to decipher a word. And of the four or five points that were my pretext for this ghastly practice I invariably forgot the best.

The Society must have hated me; for to it I seemed so uppish and self-possessed that at my third meeting I was asked to take the chair. I consented as offhandedly as if I were the Speaker of the House of Commons; and the secretary probably got his first inkling of my hidden terror by seeing that my hand shook so that I could hardly sign the minutes of the previous meeting. My speeches must have been little less dreaded by the Society than they were by myself; but I noticed that they were hardly ever ignored; for the speaker of the evening, in replying, usually addressed himself almost

exclusively to my remarks, seldom in an appreciative vein. Besides, though ignorant of economics, I had read, in my boyhood, Mill on Liberty, on Representative Government, and on the Irish Land Question; and I was as full of Darwin, Tyndall, and George Eliot as most of my audience. Yet every subject struck my mind at an angle that produced reflections new to my audience. My first success was when the Society paid to Art, of which it was utterly ignorant, the tribute of setting an evening aside for a paper on it. I wiped the floor with that meeting; and several members confessed to me afterwards that it was this performance that first made them reconsider their first impression of me as a bumptious discordant idiot.

I persevered doggedly. I haunted all the meetings in London where debates followed lectures. I spoke in the streets, in the parks, at demonstrations, anywhere and everywhere possible. In short, I infested public meetings like an officer afflicted with cowardice, who takes every opportunity of going under fire to get over it and learn his business.

I had quiet literary evenings in University College at the meetings of the New Shakespeare Society under F.J. Furnivall, and breezier ones at his Browning Society. I joined another very interesting debating society called the Bedford founded by Stopford Brooke, who had not then given up his pastorate at Bedford Chapel to devote himself to literature. At all these meetings I took part in the debates. My excessive nervousness soon wore off.

I soon became sufficiently known as a Socialist orator to have no further need to seek out public debates: I was myself sought after. This began when I accepted an invitation from a Radical Club at Woolwich to lecture to it. At first

I thought of reading a written lecture; for it seemed hardly possible to speak for an hour without text when I had hitherto spoken for ten minutes or so only in debates. But if I were to lecture formally on Socialism for an hour, writing would be impossible for want of time: I must extemporize. The lecture was called Thieves, and was a demonstration that the proprietor of an unearned income inflicted on the community exactly the same injury as a burglar does. I spoke for an hour easily, and from that time always extemporized.

This went on for about twelve years, during which I sermonized on Socialism at least three times a fortnight average. I preached whenever and wherever I was asked. It was first come first served with me: when I got an application for a lecture I gave the applicant the first date I had vacant, whether it was for a street corner, a publichouse parlour, a market place, the economic section of the British Association, the City Temple, a cellar or a drawing-room. My audiences varied from tens to thousands. I expected opposition, but got hardly any.

One of my best speeches was delivered in Hyde Park in torrents of rain to six policemen sent to watch me, plus only the secretary of the Society that had asked me to speak, who held an umbrella over me. I made up my mind to interest those policemen, though as they were on duty to listen to me, their usual practice, after being convinced that I was harmless, was to pay no further attention. I entertained them for more than an hour. I can still see their waterproof capes shining in the rain when I shut my eyes.

I never took payment for speaking. It often happened that provincial Sunday Societies offered me the usual ten guinea fee to give the usual sort of lecture, avoiding controversial politics and religion. I always replied that I never

lectured on anything but very controversial politics and religion, and that my fee was the price of my railway ticket third class if the place was farther off than I could afford to go at my own expense. The Sunday Society would then assure me that on these terms I might lecture on anything I liked and how I liked. Occasionally, to avoid embarrassing other lecturers who lived by lecturing the account was settled by a debit and credit entry: that is, I was credited with the usual fee and expenses, and gave it back as a donation to the Society. In this way I secured perfect freedom of speech, and was armed against the accusation of being a professional agitator. For instance, at the election of 1892, I was making a speech in the Town Hall of Dover when a man rose and shouted to the audience not to let itself be talked to by a hired professional agitator from London. I immediately offered to sell him my emoluments for £5. He hesitated and I came down to £4. I offered to make it five shillings — half-a-crown — a shilling — six pence. When he would not deal even at a penny I claimed that he must know perfectly well that I was there at my own expense. If I had not been able to do this, the meeting, which was a difficult and hostile one, would probably have broken up.

Once, in St. James' Hall, London, at a meeting in favour of Women's Suffrage, I ventured on a curious trick with success. Just before I spoke, a hostile contingent entered the room; and I saw that we were outnumbered, and that an amendment would be carried against us. The intruders were all Socialists of the anti-Fabian persuasion, led by a man whom I knew very well, and who was at that time excitable almost to frenzy, worn out with public agitation and private worries. It occurred to me that if, instead of carrying an amendment, they could be goaded to break up the meeting and disgrace

themselves, the honours would remain with us. I made a speech that would have made a bishop swear or a sheep fight. The leader, stung beyond endurance, dashed madly to the platform to answer me. His followers, thinking he was leading a charge, instantly stormed the platform; broke up the meeting; and reconstituted it with their leader as chairman. I then demanded a hearing, which was duly granted me as a matter of fair play; and I had another innings with great satisfaction to myself. No harm was done, nor any blow struck; but the papers next morning described a scene of violence and destruction that left nothing to be desired by the most sanguinary schoolboy.

My public speaking brought me a very necessary qualification for political work: the committee habit. Whatever Society I joined I was immediately placed on the executive committee. At first I did what authors usually do in their Bohemian anarchism and individualism. When they are defeated on any issue they resign. I did this when the Land Restoration League refused to add Socialism to its programme on my suggestion. I never did it again. I soon learnt the rule, Never Resign. I learnt also that committees of agitators are always unanimous in the conviction that Something Must Be Done, but very vague as to what. They talk and talk and can come to no conclusion. The member who has something definite to propose, and who keeps it up his sleeve until the rest are completely bothered, is then master of the situation even when nobody quite agrees with him. It is that or nothing; and Something Must Be Done. This is how a man in a minority of one becomes the leader. I was often in a minority of one.

How lack of committee training and platform technique disables even the most gifted thinkers was illustrated by the case of H.G.Wells, with whom I had a famous debate when he tried to capture the Fabian Society at one blow. As a

speaker and a committee man I had the advantage of him by ten years, whilst he was a complete novice. To say that I annihilated him is nothing; he saved me the trouble by annihilating himself. He could only misbehave himself. Fortunately for him he did this so outrageously that the Society very sensibly saw through the situation, and, whilst dismissing him as tactically impossible, thought none the worse of him as a Socialist pioneer, and none the better of me for my superiority as a platform artist.

(I must not leave incipient orators to suppose that my techniques as a speaker was acquired by practice alone. Practice only cured my nervousness, and accustomed me to speak to multitudes as well as to private persons. I practised the alphabet as a singer practises scales until I was in no danger of saying 'Loheeryelentheethisharpointedsword' instead of 'Lo here I lend thee this sharp pointed sword'. Lessons in elocution should always be taken by public speakers when a phonetically competent teacher is available. But art must conceal its artificiality; and the old actor who professes to teach acting, and knows nothing of phonetic speech training, is to be avoided like the plague.

At last I could not deal with all the invitations I received. And the repetition of the same figures and arguments became tiresome: I was in danger of becoming a windbag with only one speech. Thenceforth I orated on special occasions only, or at Fabian public meetings and in the St. Pancras Borough Council, to which I got elected while it was still a Vestry. But I did not forget my acquired technique as a platform artist. It lasted until my final retirement from personal performances in 1941: my eighty-fifth year.

About the Author:

George Bernard Shaw was born in the year 1856. He was a famous Irish dramatist, critic and novelist. He was well known for his plays, often called as problem plays because all of them deal with the social vices which affect human lives. He was awarded the Noble prize for Literature in the year 1925. He left this world at his ripe age of ninety-four in the year 1950 leaving all his socialist views in the hearts of good men.

About the Prose:

Shaw went to the Zetetical meeting with his friend Lecky. He had never spoken in public and he did not know anything about public meetings or their order. But he thought that he knew everything and he was proud of himself. Actually he was coward and nervous. He spoke something foolish in the debate and he was ashamed of himself. So he decided to join the society and become a good speaker. In the third meeting, Shaw was asked to take the chair and he consented. He read many books of great writers such as Stuart Mill, Darwin and George Eliot. He prepared notes. He attended every meeting. He spoke in the streets, in the parks, anywhere and everywhere possible. He also attended all the meetings and debating societies in University College. At all these meetings, Shaw took part in debates and his excessive nervousness disappeared.

He became a socialist orator. His first lecture was called "Thieves". He spoke for an hour without any notes. He spoke extempore. He spoke whenever and wherever he was asked. It was first come first served with him. When he got an application for a lecture, he gave the applicant the first date he had vacant. One of his best speeches was delivered in Hyde Park, London in heavy rain. Only six policemen attended his lecture. They were on duty to listen to his speech, plus the secretary of the Society who held umbrella over Shaw. He spoke for more than an hour.

Shaw never took payment for speaking. The Sunday Societies paid him ten guineas fee on a condition that he should not speak on controversial politics and religion. But Shaw said that he would talk only on controversial politics and religion and he didn't want any fee except his third class railway ticket. On this condition Shaw was allowed to speak on controversial politics and religion. Thus Shaw obtained freedom of speech.

His public speaking brought him a very necessary qualification for political work. They are the committee habit and platform technique. Once in St. James' Hall, London at a meeting, Shaw's opponent tried to defeat him. Shaw used his platform technique to defeat his opponent. Shaw made a speech. In the speech Shaw laughed at his opponent. Suddenly the opponent rushed to the platform to answer Shaw. But his followers had thought that their leader was going to attack Shaw. So they all rushed to the platform and they broke up the meeting. Again the meeting was reorganized and the opponent was made the chairman and Shaw became the speaker again. Thus Shaw succeeded in defeating his opponents. On another occasion Shaw defeated H.G.Wells in a famous debate. Here also Shaw very skilfully used the committee training and platform technique to defeat the great writer H. G. Wells.

Glossary:

controversial:	giving rise or likely to give rise to controversy or public disagreement
coward:	a person who is contemptibly lacking in the courage
debate:	an argument about a particular subject, especially one in which many people are involved.
foolish:	lacking good sense or judgement
habit:	a settled or regular tendency or practice, especially one that is hard to give up.
nervous:	easily agitated or alarmed.
opponent:	someone who competes with or opposes another in a contest, game, or argument.
qualification:	the action or fact of qualifying or being eligible for something
reorganized:	change the way in which (something) is organized
skilfully:	with skill or dexterity; cleverly

socialist: a person who advocates or practises socialism.
techniques: skill or ability in a particular field.

Comprehension:

Choose the correct answer:

1. Shaw joined in London _____ society
a. Zeletical b. Radical c. Browning d. Shakespeare
2. Shaw went to the Zeletical meeting with _____.
a. H.G.Wells b. Tyndall c. Lecky d. Darwin
3. Shaw's speech attracted the audience for his _____.
a. new angles b. nervousness c. remarks d. attraction
4. Shaw became extempore on being delivered his speech on _____.
a. father b. police c. thieves d. students
5. The police men who were sent to watch Shaw found him _____.
a. fiery b. harmless c. vicious d. foolish
6. According to Shaw, the lessons of elocution must be taken from a
a. book b. worthy source c. group of editors d. phonetically competent teacher
7. St James' Hall is located in _____.
a. London b. Edinburgh c. Ireland d. Wales
8. Shaw did not get payment for his speeches because; he used to talk on _____.
a. music b. Government c. controversial politics and religion d. society
9. Darwin was a _____.
a. teacher b. politician c. priest d. scientist
10. Shaw was exemplary in _____ technique.
a. offering b. platform c. narrative d. interrupting

Answer the following questions in about 100 words:

1. Give a brief account of Shaw's experience at the Zeletical meeting.
2. Describe how Shaw got over his nervousness.
3. How did Shaw disprove the charge that he was a hired professional agitator?
4. Narrate the incident at St. James Hall
5. Briefly describe the encounter between Bernard Shaw and H.G. Wells.

Answer the following questions in about 200 words:

1. Describe how Bernard Shaw became a successful public speaker
2. Narrate in your own words, some of Shaw's experiences as a public speaker.

2. CHICAGO ADDRESS – SWAMI VIVEKANANDA

Sisters and Brothers of America,

It fills my heart with joy unspeakable to rise in response to the warm and cordial welcome which you have given us. I thank you in the name of the most ancient order of monks in the world; I thank you in the name of the mother of religions, and I thank you in the name of millions and millions of Hindu people of all classes and sects.

My thanks, also, to some of the speakers on this platform who, referring to the delegates from the Orient, have told you that these men from far-off nations may well claim the honour of bearing to different lands the idea of toleration. I am proud to belong to a religion which has taught the world both tolerance and universal acceptance. We believe not only in universal toleration, but we accept all religions as true. I am proud to belong to a nation which has sheltered the persecuted and the refugees of all religions and all nations of the earth. I am proud to tell you that we have gathered in our bosom the purest remnant of the Israelites, who came to Southern India and took refuge with us in the very year in which their holy temple was shattered to pieces by Roman tyranny. I am proud to belong to the religion which has sheltered and is still fostering the remnant of the grand Zoroastrian nation. I will quote to you, brethren, a few lines from a hymn which I remember to have repeated from my earliest boyhood, which is every day repeated by millions of human beings: "As the different streams having their sources in different paths which men take through different tendencies, various though they appear, crooked or straight, all lead to Thee."

The present convention, which is one of the most august assemblies ever held, is in itself a vindication, a declaration to the world of the wonderful doctrine preached in the Gita: "Whosoever comes to Me, through whatsoever form, I reach him; all men are struggling through paths which in the end lead to me." Sectarianism, bigotry, and its horrible descendant, fanaticism, have long possessed this beautiful earth. They have filled the earth with violence, drenched it often and often with human blood, destroyed civilization and sent whole nations to despair. Had it not been for these horrible demons, human society would be far more advanced than it is now. But their time is come; and I fervently hope that the bell that tolled this morning in honor of this convention may be the death-knell of all fanaticism, of all persecutions with the sword or with the pen, and of all uncharitable feelings between persons wending their way to the same goal.

Address at the final session Chicago, September 27, 1893

The World's Parliament of Religions has become an accomplished fact, and the merciful Father has helped those who laboured to bring it into existence, and crowned with success their most unselfish labour.

My thanks to those noble souls whose large hearts and love of truth first dreamed this wonderful dream and then realized it.

My thanks to the shower of liberal sentiments that has overflowed this platform. My thanks to this enlightened audience for their uniform kindness to me and for their appreciation of every thought that tends to smooth the friction of religions. A few jarring notes were heard from time to time in this harmony. My special thanks to them, for they have, by their striking contrast, made general harmony the sweeter.

Much has been said of the common ground of religious unity. I am not going just now to venture my own theory. But if anyone here hopes that this unity will come by the triumph of any one of the religions and the destruction of the others, to him I say, "Brother, yours is an impossible hope." Do I wish that the Christian would become Hindu? God forbid. Do I wish that the Hindu or Buddhist would become Christian? God forbid.

The seed is put in the ground, and earth and air and water are placed around it. Does the seed become the earth, or the air, or the water? No. It becomes a plant. It develops after the law of its own growth, assimilates the air, the earth, and the water, converts them into plant substance, and grows into a plant.

Similar is the case with religion. The Christian is not to become a Hindu or a Buddhist, nor a Hindu or a Buddhist to become a Christian. But each must assimilate the spirit of the others and yet preserve his individuality and grow according to his own law of growth.

If the Parliament of Religions has shown anything to the world, it is this: It has proved to the world that holiness, purity and charity are not the exclusive possessions of any church in the world, and that every system has produced men and women of the most exalted character. In the face of this evidence, if anybody dreams of the exclusive survival of his own religion and the destruction of the others, I pity him from the bottom of my heart, and point out to him that upon the banner of every religion will soon be written in spite of resistance: "Help and not fight," "Assimilation and not Destruction," "Harmony and Peace and not Dissension."

About the Author:

Swami Vivekananda (12 January 1863 – 4 July 1902), born Narendranath Datta was an Indian Hindu monk, a chief disciple of the 19th-century Indian mystic Ramakrishna. He was a key figure in the introduction of the Indian philosophies of Vedanta and Yoga to the Western world and is credited with raising interfaith awareness, bringing Hinduism to the status of a major world religion during the late 19th century. He was a major force in the revival of Hinduism in India, and contributed to the concept of nationalism in colonial India. Vivekananda founded the Ramakrishna Math and the Ramakrishna Mission. He is perhaps best known for his speech which began with the words - "Sisters and brothers of America ...," in which he introduced Hinduism at the Parliament of the World's Religions in Chicago in 1893.

About the Speech:

Vivekananda gave his first lecture on that day. Though initially nervous, he bowed to Saraswati, the Hindu goddess of learning, and he felt he got new energy in his body; he felt someone or something else had occupied his body— "The Soul of India, the echo of the Rishis, the voice of Ramakrishna, the mouthpiece of the resurgent Time spirit". Then began his speech with salutation, "Sisters and brothers of America!". To these words he got a standing ovation from a crowd of seven thousand, which lasted for two minutes. When silence was restored he began his address. He greeted the youngest of the nations on behalf of "the most ancient order of monks in the world, the Vedic order of sannyasins, a religion which has taught the world both tolerance and universal acceptance.!" This was Vivekananda's final address at the Parliament of World's religion. In his last speech he told that the Parliament had become an accomplished fact. He thanked the "noble souls" for organizing the Parliament which he felt "proved to the world that holiness, purity and charity are not the exclusive possessions of any church in the world, and that every system has produced men and women of the most exalted character". He finished

his speech with appeal "Help and not Fight," "Assimilation and not Destruction," "Harmony and Peace and not Dissension."

Glossary:

unspeakable:	not able to be expressed in words.
tyranny:	cruel and oppressive government or rule.
harmony:	the state of being in agreement or concord.
dissension:	disagreement that leads to discord.
assimilation:	the process of taking in and fully understanding information or ideas.
liberal:	willing to respect or accept behaviour or opinions different from one's own;
delegates:	a person sent or authorized to represent others, in particular an elected representative sent to a conference.
tolerance:	the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.
remnant:	small minority of people who will remain faithful to god and so be saved
brethren:	archaic plural of brother
hymn:	a religious song or poem of praise to god or a god.
crooked:	bent or twisted out of shape or out of place.
doctrine:	a belief or set of beliefs held and taught by a church, political party, or other group
sectarianism:	excessive attachment to a particular sect or party, especially in religion.
bigotry:	intolerance towards those who hold different opinions from oneself.
descendant:	a person, plant, or animal that is descended from a particular ancestor.
fanaticism:	the quality of being fanatical.

Comprehension:

Choose the correct answer:

- Swami Vivekananda address the gathering as _____.
a. Ladies and Gentlemen b. Sisters and Brothers
c. Friends and colleagues d. Boys and Girls
- He gave his iconic speech on _____.
a. 11th Sept 1993 b. 11th Sept 1893 c. 11th Sept 1793 d. 11th Sept 1939
- He delivered his speech in _____.
a. Washington D.C. b. New York c. Chicago d. Detroit
- Swami Vivekananda introduced _____ in this meeting
a. Christianity b. Hinduism c. Islam d. Buddhism
- Swami Vivekananda insisted both _____.
a. violence and non-violence b. tolerance and universal acceptance
c. socialism and communism d. capitalism and free market
- Swami Vivekananda got a standing _____ for two minutes
a. appreciation b. applause c. ovation d. greetings
- In his speech, Swami Vivekananda told a story of a _____.
a. Tiger b. Lion c. Frog d. Crow
- Swami Vivekananda's original name was _____.
a. Raghavendra b. Narendra c. Mahendra d. Devendra
- His birthday is celebrated as _____.
a. Environmental day b. Youth day c. Earth day d. Religious day

10. Swami Vivekananda was a disciple of _____.
a. Rajaram Mohan Roy b. Ramakrishna Paramahansa
c. Sri Aurobindo d. Adi Shankara

Answer the following questions in about 100 words:

1. Write briefly about the patriotism of Swami Vivekananda
2. Why did Swami Vivekananda get a great applause in Chicago speech?
3. Describe Swami Vivekananda's Goal of Science.
4. Why does Swami Vivekananda ask the gathering to put faith in God?
5. What do you mean by the term 'Necessity if Rituals'?

Answer the following question in about 200 words:

1. Bring out the significance of Swami Vivekananda's Chicago speech.

3. GLORY HAS DEPARTED – JAWAHARLAL NEHRU

We praise people in well-chosen words and we have some kind of a measure for greatness. How shall we praise him and how shall we measure him, because he was not of the common clay that all of us are made of? He came, lived a fairly long span of life and has passed away. No words of praise of ours in this House are needed, for he has had greater praise in his life than any living man in history.

And during these two or three days since his death he has had the homage of the world; what can we add to that? How can we praise him, how can we who have been children of his, and perhaps more intimately his children than the children of his body, for we have all been in some greater or smaller measure the children of his spirit, unworthy as we were?

A glory has departed and the sun that warmed and brightened our lives has set and We shiver in the cold and dark. Yet, he would not have us feel this way. After all, that glory that we saw for all these years, that man with the divine fire, changed us also--and such as we are, we have been moulded by him during these years; and out of that divine fire many of us also took a small spark which strengthened and made us work to some extent on the lines that he fashioned. And so if we praise him, our words seem rather small and if we praise him, to some extent we also praise ourselves.

Great men and eminent men have monuments in bronze and marble set up for them, but this man of divine fire managed in his life-time to become enshrined in millions and millions of hearts so that all of us became somewhat of the stuff that he was made of, though to an infinitely lesser degree. He spread out in this way all over India not in palaces only, or in select places or in assemblies but in every hamlet and hut of the lowly and those who suffer. He lives in the hearts of millions and he will live for immemorial ages.

What then can we say about him except to feel humble on this occasion? To praise him we are not worthy-to praise him whom we could not follow adequately and sufficiently. It is almost doing him an injustice just to pass him by with words when he demanded work and labour and sacrifice from us; in a large measure he made this country, during the last thirty years or more, attain to heights of sacrifice which in that particular domain have never been equalled elsewhere. He succeeded in that. Yet ultimately things happened which no doubt made him suffer tremendously though his tender face never lost its smile and he never spoke a harsh word to anyone. Yet, he must have suffered- suffered for the failing of this generation whom he had trained, suffered because we went away from the path that he had shown us. And ultimately the hand of a child of his-for he after all is as much a child of his as any other Indian-a hand of the child of his struck him down.

Long ages afterwards history will judge of this period that we have passed through. It will judge of the successes and the failures-we are too near it to be proper judges and to understand what has happened and what has not happened. All we know is that there was a glory and that it is no more; all we know is that for the moment there is darkness, not so dark certainly because when we look into our hearts we still find the living flame which he lighted there. And if those living flames exist, there will not be darkness in this land and we shall be able, with our effort, remembering him and following his path, to illumine this land again, small as we are, but still with the fire that he instilled into us.

He was perhaps the greatest symbol of the India of the past, and may I say, of the India of the future, that we could have had. We stand on this perilous edge of the present between that past and the future to be and we face all manner of perils and the greatest peril is sometimes the lack of faith which

comes to us, the sense of frustration that comes to us, the sinking of the heart and of the spirit that comes to us when we see ideals go overboard, when we see the great things that we talked about somehow pass into empty words and life taking a different course. Yet, I do believe that perhaps this period will pass soon enough.

He has gone, and all over India there is a feeling of having been left desolate and forlorn. All of us sense that feeling, and I do not know when we shall be able to get rid of it, and yet together with that feeling there is also a feeling of proud thankfulness that it has been given to us of this generation to be associated with this mighty person. In ages to come, centuries and maybe millennia after us, people will think of this generation when this man of God trod on earth and will think of us who, however small, could also follow his path and tread the holy ground where his feet had been. Let us be worthy of him.

About the Author:

Jawaharlal Nehru (14 November 1889 – 27 May 1964) was a freedom fighter, the first Prime Minister of India and a central figure in Indian politics before and after independence. He emerged as an eminent leader of the Indian independence movement under the tutelage of Mahatma Gandhi and served India as Prime Minister from its establishment as an independent nation in 1947 until his death in 1964. He has been described by the Amar Chitra Katha as the architect of India. He was also known as Pandit Nehru due to his roots with the Kashmiri Pandit community while Indian children knew him as Chacha Nehru (Hindi, lit., "Uncle Nehru").

About the Speech:

Glory has departed by Jawaharlal Nehru was a speech made by Jawaharlal Nehru (India's first prime minister) about Mohandas Karamchand Gandhi three days after the latter's assassination. In his speech he talked about the grief and shock of the Indians on hearing about the loss of their leader. Gandhiji had been instrumental in brightening the lives of his fellow Indians, and with his death, their lives were plundered into darkness. He won his way into the hearts of the rich and poor alike. He would continue to live in the hearts of millions of Indians for a long time

Glossary:

homage:	honour; reverential regard
monuments:	buildings built to preserve the memory of a person/ event
hamlet:	small village
immemorial ages:	years beyond the reach of memory
domain:	field of activity
ultimately:	finally
illumine:	brighten
frustrations:	hopelessness
go overboard:	get rejected or neglected
isolated:	alone and away from others
tackle:	deal with
departed:	dead
desolate:	lonely and miserable
forlorn:	neglected
trod:	walked

Comprehension:**Choose the correct answer:**

1. Jawaharlal Nehru was the _____ Prime Minister
a. first b. second c. third d. fourth
2. Nehru's speech is about Gandhi's _____.
a. murder b. assassination c. suicide d. killing
3. The word 'glory' refers to _____.
a. Gandhi b. Godse c. Nehru d. Patel
4. The term 'dearest and closest' refers to _____.
a. Indira b. Rajiv c. Kasturba d. Rahul
5. As you said, sir, says Nehru. Here 'Sir' refers to _____.
a. Dr.Rajendra Prasad b. Gokhale c. Tilak d. Rajaji
6. The _____ that warmed us and brightened our lives has set.
a. sun b. moon c. planets d. star
7. It is a shame to me as a _____ that a Hindu should have done this deed.
a. Leader b. Hindu c. Minister d. Kashmiri
8. Long ages afterwards _____ will judge of this period that we have passed through.
a. Politics b. History c. Geography d. English
9. He was perhaps the greatest _____ of the India.
a. Icon b. symbol c. image d. superstar
10. Let us be _____ of him.
a. worthy b. praise c. unworthy d. remember

Answer the following questions in about 100 words:

1. How does Nehru establish that Gandhiji was a 'divine fire' that lit all of us?
2. What was Gandhi's regret in the evening of his life?
3. What is the only way to pay homage to the Mahatma?
4. What is the undertaking that Nehru gives us from the side of the government?
5. How does Nehru want us to remember Gandhiji?

Answer the following questions in about 200 words:

1. How does Nehru maintain that a glory has really departed?
2. What was Gandhiji's contribution to India that at his death made all Indians feel desolate and forlorn?

4. I HAVE A DREAM – MARTIN LUTHER KING Jr.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of colour are concerned. Instead of honouring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquillity in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvellous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for any of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair. I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. L
Let freedom ring from the heightening Alleghenies of Pennsylvania!
Let freedom ring from the snow-capped Rockies of Colorado!
Let freedom ring from the curvaceous slopes of California!
But not only that; let freedom ring from Stone Mountain of Georgia!
Let freedom ring from Lookout Mountain of Tennessee!
Let freedom ring from every hill and molehill of Mississippi. From every mountain side, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"

About the Author:

Martin Luther King, Jr., original name Michael King, Jr., (born January 15, 1929, Atlanta, Georgia, U.S.—died April 4, 1968, Memphis, Tennessee), Baptist minister and social activist who led the civil rights movement in the United States from the mid-1950s until his death by assassination in 1968. His leadership was fundamental to that movement's success in ending the legal segregation of African Americans in the South and other parts of the United States. King rose to national prominence as head of the Southern Christian Leadership Conference, which promoted nonviolent tactics, such as the massive March on Washington (1963), to achieve civil rights. He was awarded the Nobel Peace Prize in 1964.

About the Speech:

"I Have a Dream" is a public speech that was delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States. Delivered to over 250,000 civil rights supporters from the steps of the Lincoln Memorial in Washington, D.C., the speech was a defining moment of the civil rights movement. Beginning with a reference to the Emancipation Proclamation, which freed millions of slaves in 1863, King said "one hundred years later, the Negro still is not free". Toward the end of the speech, King departed from his prepared text for a partly

improvised peroration on the theme "I have a dream", prompted by Mahalia Jackson's cry: "Tell them about the dream, Martin!" In this part of the speech, which most excited the listeners and has now become its most famous, King described his dreams of freedom and equality arising from a land of slavery and hatred

Glossary:

seared:	burned
withering:	scornful
crippled:	disabled
manacles:	chains; shackles
languishing:	suffering in sadness
exile:	outcast
unalienable:	inalienable; that cannot be taken away
tranquilizing:	sedative; calming
segregation:	separation
sweltering:	very hot
invigorating:	energizing
engulfed:	surrounded
inextricably:	inseparably
redemptive:	saving; redeeming
wallow:	lie
interposition:	intervention
hew:	cut

Comprehension:

Choose the correct answer:

1. 'Five score years' means
a. 1000 years b. 100 years c. 50 years d. 60 years
2. The word momentous refers to
a. momentum b. momentary c. serious d. monumental
3. According to the Martin Luther King. Jr, the negro lives
a. a life of a great American b. a joyous life
c. an emancipated life d. a suffering life of a slave
4. According to the Martin Luther King. Jr, the negro
a. is leading sorrowful life b. lives in a vast ocean
c. enjoys life in exile d. is happily living in a lonely island
5. According to the speech the blacks have come to
a. New York b. New Jersey c. Washington D.C. d. the Bank of America
6. The Declaration of Independence promised
a. poverty, shameful condition and exile
b. a cheque, a promissory note and a bank
c. right, freedom and search for happiness
d. that all men should be black men and white men
7. The expression, 'insufficient fund' in the speech means
a. the Bank of America is bankrupt
b. the negroes are yet to deposit their money
c. the bank has no funds
d. denial of rights, freedom and happiness to the Blacks

8. Martin Luther King's dream is based on
 - a. Joseph the dreamer's dream in the Bible
 - b. American President's dream
 - c. American dream of equal opportunity
 - d. the negro's dream in Mississippi
9. The table of brotherhood is made of
 - a. teak
 - b. equality
 - c. sandalwood
 - d. the wood from the oasis
10. The last part of the speech reverberates with the sense of
 - a. freedom
 - b. a ring
 - c. America
 - d. speed

Answer the following questions in about 100 words:

1. How does king contrast the lifestyles of whites and the blacks?
2. Why does King say, '1963 is not an end but beginning'?
3. When will the negroes be satisfied?
4. Spell out the dream of Martin Luther King.
5. When will the blacks be really free?

Answer the following questions in about 200 words

1. Write an essay on the rhetorical styles of Luther's speech
2. How does king envision a future for the blacks in America?

VOCABULARY

1. INDIAN DEMOCRACY AT STAKE

India has failed to nurture individual and collective capabilities. There has been far too little effort in public policy to create spaces where citizens interact freely and peacefully. While India's economy has received periodic attention, mostly during critical moments defined by food shortages and foreign exchange outages, the workings of its democracy have received next to none. This reflects complacency.

Interestingly, the neglect is evident in every angle from which the country has been approached, applying to observers located both within and without its society. Thus while the rulers of the western world berate India for its deviance from the apparently superior norms of a free-market architecture, India's nationalist elite traces her pathologies to western hegemony. Both lose the narrative by refusing to see that its condition is related to the failings of its democracy, which in one dimension has remained more or less unchanged since 1947. This dimension is that the majority of the population has been left with weak capabilities.

Capabilities are what enable individuals to pursue the lives that they value. This, Nobel laureate Amartya Sen has suggested, is true freedom and should therefore be the focus of all developmental effort. He had seen Indian Independence as an opportunity to build a "prosperous, democratic and progressive nation and to create social, economic and political institutions which will ensure justice and fullness of life to every man and woman".

Whatever may have been the vision of India's founding fathers, Indian democracy has not lived up to their expectations. As a matter of fact, it has done far worse. In the past year it appears to have added heightened violence towards the marginalised to its sedentary character. The incident of four Dalit youth being beaten in full public view in Gujarat is only the most recent instance of this.

Parliament reportedly heard accusations and defences the next day but it is not yet clear what impact it will have and how civil society will respond. India's middle classes are quick to be hurt when news of Indians subjected to racial indignity in the West is beamed into our living rooms. No one could have missed the irony of Prime Minister earlier this month travelling by train in South Africa where about a century ago M.K. Gandhi was thrown out of a first class carriage because of the colour of his skin.

Gujarat is of course only one of the sites of violence against Dalits. It is important to recognise that it has been widespread across northern India and not absent from the south either, with Tamil Nadu featuring prominently. It is also important to recognise that acts of violence against Dalits are not of recent origin. Their oppression is systemic and deeply rooted in India. Non-Congress parties with leadership drawn from the middle castes have long ruled Tamil Nadu, Bihar and Uttar Pradesh, among India's most populous States, all of which have witnessed violence against the Dalits for some time. When in power, middle caste-based parties have replaced their invective towards the top of the caste pyramid with suppression of those at its bottom.

So what can we do now? For those outside the corridors of power the task is to shape the discourse on Indian democracy. Its goal must now be redirected towards human development while ensuring the security of all vulnerable groups. This need not in any way conflict with growing a strong economy. In fact, a strong economy, including a vigorous market, is one element in furthering

development as the expansion of freedoms. Opposition to the market, which has in certain contexts come equally from the Right and the Left in India, misses this point entirely. Restriction of private enterprise does nothing to empower the marginalised in a society. Their empowerment can come about only via direct public action to build their capabilities.

The chickens have finally come home to roost. India today hosts the world's largest number of the poorly educated and prone to poor health, a development disaster in spite of being the world's third-largest economy in purchasing power terms. One need only occasionally travel third class on the Indian Railways in most parts of the country, which, recall, Gandhi did, to comprehend the scale of the deprivation and estimate how close public policy today comes to addressing it. As a quarter century has been spent focusing on India's economic architecture in the name of 'economic reforms', it would be profitable to now devote the next decade to mounting an assault on human deprivation. The development of the capabilities of India's women and Dalits, by virtue of their being the most deprived, would merit the first draft of attention and resources thus expended.

For a democracy to be complete, however, something more than just focus on the individual, however deserving they may be, is necessary as members of a democracy must engage with one another lest we remain equal but separated. Here public goods come into the reckoning. Public policy should engineer spaces where Indians meet on the basis of a participatory parity. Widespread public services from schools and hospitals to parks and crematoria are one way to bring individuals together as they struggle from birth to death in this country. Repeated interaction in public spaces would make us realise our common humanity and enable us to see any residual identity for what it really is.

There has been far too little effort in Indian public policy to create spaces where citizens may interact freely and peacefully. Many other countries have done so. For instance, the provision of public housing in 'capitalist' Singapore comes with the proviso that it should be shared between people of all 'races', namely Chinese, Indian and Malay.

In its inability to contain these forces, India's democracy can be seen to be flailing. Bertrand Russell had remarked that we can never guarantee our own security if we cannot assure that of others. Tired of oppression the Dalits have finally risen in what was once the land of Gandhi. They at least have recognised our common humanity.

2. DRAIN OF RESOURCES

Humans are depleting the earth's resources at an ever-increasing rate. This is the product of an increasing global population multiplied by an ever-increasing level of consumption per person. It is estimated that humanities' ecological footprint (a measure of consumption) is one and a half times the earth's capacity to sustainably provide the resources to meet that demand. The shortfall between the supply of resources and the demand for them is being met through the depletion (or degradation) of natural capital – things like fresh water, soil, forest land, wetlands and biodiversity.

Water is critical to all life. Too little clean water can have enormous negative impacts. Water quality and conservation are acute issues that must be addressed. Water pollution is caused by a change in its composition due to human activity. The three major sources of water pollution are municipal, industrial and agricultural. The hydrological cycle is the cycle where water evaporates from the sea and is precipitated on land – rain, hail and snow – and is stored in the ground as groundwater (which is ultimately discharged into waterways) or if it cannot be absorbed it returns to the sea through run-off. Much of the pollution discharged – deliberately or accidentally – onto the land or directly into waterways will ultimately find its way to the sea where it will affect marine ecosystems. All discharges if they can't be stopped must be treated or otherwise managed properly.

Fossil fuels are by far the largest source of energy in modern economies – coal and gas for electricity generation; and petrol, diesel and kerosene-type fuels for land, sea and air transport. Some two-thirds of the world's electricity is generated by coal-fired power plants, and coal is responsible for more than a quarter of global CO₂ emissions. Coal is the dirtiest fossil fuel in terms of greenhouse gas emissions. For instance about 0.92kg of CO₂ is typically released for every kilowatt hour of electricity produced in a coal-fired electricity generation station. Gas is a comparatively less carbon intensive fuel – about 0.52kg of CO₂ is typically released for every kilowatt hour of electricity produced in a gas-fired station.

Unfortunately, we are not reducing our dependence on coal. In fact, coal emissions are set to increase hugely because of a tidal wave of new coal-fired power plants in the pipeline. In November 2012 World Resources Institute reported that 1,199 new coal-fired plants with a total installed capacity of 1,401,268 megawatts (MW) are being proposed globally. If all of these projects are built, it would add new coal power capacity that is almost four times the current capacity of all coal-fired plants in the United States. Burning petrol and diesel for transport also releases huge amounts of carbon dioxide into the atmosphere. About 2.3kg of CO₂ is released when a litre of petrol is burned and about 2.7kg for each litre of diesel.

Land use and land management practices have a major impact on natural resources including water, soil, nutrients, plants and animals. Land use information can be used to develop solutions for natural resource management issues such as salinity and water quality. For instance, water bodies in a region that has been deforested or having erosion will have different water quality than those in areas that are forested.

Soil contamination is the human-induced deposition of harmful substances which are not a product of natural accumulation or soil formation. Many human activities, ranging from mining activities, industrial and agricultural production to road transport, result in pollution that can accumulate in the soil or result in biological and chemical reactions in the soil.

Soil erosion is the removal of soil by wind and water. This natural process is intensified by human activities, such as deforestation for agricultural purposes, changes in hydrological conditions,

overgrazing and other inappropriate agricultural activities. Erosion can lead to soil degradation and eventually complete destruction.

Agriculture uses soils and water as a resource for food production, and at the same time impacts on these resources. The extent and causes of the environmental impacts of agriculture, notably by farm and crop type, vary significantly. Nevertheless, the continuing search for efficiency, lower costs and increased scale of production is resulting in substantial pressures on the environment, landscapes and biodiversity, particularly in the most intensively farmed areas. At the same time, agriculture remains essential to the maintenance of many cultural landscapes. Recent shifts to environmentally-friendly production systems are apparent, for example, organic production and conservation tillage systems.

In terms of resource conservation, the most important impacts of arable and livestock production are those relating to soil erosion and nutrient leaching, respectively. Soil erosion increases with the share of arable land of total land use, mitigated by physical background factors (slope, soil type, rainfall patterns) and farming practices. Nutrient leaching is caused where the application of livestock manure and mineral fertilisers exceeds the nutrient demand of crops. While agriculture can exert significant pressure on the environment, it is itself subject to negative environmental impacts linked to air pollution and urban development. Soil sealing by transport or housing infrastructure also eliminates hundreds of hectares of agricultural land every year.

The term “minerals” refers to a variety of materials found in the earth. It includes metals such as iron, copper, and gold; industrial minerals, like lime and gypsum; construction materials such as sand and stone; and fuels, such as coal and uranium. Mining by definition is an extractive industry, often with huge environmental and social impacts that persist long after the mine has closed. For example acid drainage (where sulphuric acid is created from rain falling on exposed tailings) is an especially long-lived problem.

Mining is highly inefficient. Based on figures from the late 1990s mining consumed close to 10% of world energy, it is responsible for 13% of sulphur dioxide emissions and it is estimated that it threatens nearly 40% of the world’s undeveloped tracts of forest. Yet it directly accounts for 0.5% of employment and 0.9% of GDP.

COMPOSITION

1. RESUME WRITING/ JOB APPLICATION

A resume is one of the key components of the job application process. It should paint a picture for the reader of your skills and suitability for the job, and any experiences you have gained that would be beneficial to the position. Your resume is a marketing tool that sells your skills, qualifications and achievements to a prospective employer.

Employers can often receive several hundred resumes and someone inevitably has the task of reading them all. It is highly likely that someone reading your resume will develop an impression of you within the first 20-30 seconds. It therefore needs to be informative, succinct and interesting to stand out from the crowd. The best way to do this is to clearly express how your skills and experiences match those that the employer is looking for.

Resume Format

All resumes should include core information about personal details, education, work experience and relevant skills/achievements; as well as information about interests (hobbies, sports, community service etc.). However, there are various ways to structure the material in your resume in order to present your 'story' in the most effective way.

Common resume formats are:

- Chronological — is the most common resume format. Emphasises your past experiences from the most recent date and works backwards. Sometimes known as reverse chronological order, this format is easy for an employer to navigate and clearly identify what you have been doing, and when.
- Functional — describes functions or areas of skills you hold, with a lesser emphasis on positions previously held. This format may be useful for students with limited or no work experience, or people with significant gaps in career activity due to travel, raising children etc.
- Combination / Hybrid — includes elements of both the chronological and functional formats.

Section Headings

Once you have selected your preferred format, you can make some decisions about the information you want to include, and how to present it clearly and powerfully to the employer. There is no set template or 'one' way to format a resume, but it should be visually clear, concise, and in a style you are comfortable with. Think about how an employer would view your information, and use strong 'active' words to describe tasks and responsibilities. Employers like to see what experiences you may have aside from studies and paid work, as they want to employ people with diverse abilities and qualities. Your resume should therefore be a broad snapshot of you as a person – your education and work experiences, as well as your extracurricular interests and achievements.

For example, to describe contributions you have made in the community, you might choose 'Community Service', or 'Voluntary Work'. If you have exhibited your work you may choose 'Exhibitions', or if you are a member of a society you may choose 'Professional Memberships'. Your resume is individual to you, and so you should include information under headings that reflect this.

Basic Elements of a Resume

Identifying Information: Include your name, present and permanent addresses and telephone numbers including area codes. Include an e-mail address, but be sure it is professional in nature. If this is a temporary e-mail account, specify that it will only be functional until a certain date. Identifying information can be put into different heading layouts based on visual preference as long as it is easy to read and find the necessary contact information.

Career Objective (optional): Writing a career/job objective is optional. If you have a specific job that you are pursuing, you may wish to write a brief objective. If your resume is on disk, you may be able to change the objective to tailor your resume to the job in which you are interested. If you are interested in more than one career field and are not able to modify each objective statement on your resume, omit this section on the resume and include it in the accompanying cover letter.

Summary of Qualifications/Skills (optional): Instead of an objective statement or in addition to one, you may want to include a section that summarizes your skills and/or qualifications. This section will help you to focus your resume on specific skills, achievements, or training that are important to your potential employer. Be sure to support any claims you make here in the resume. Examples of summary skill statements are:

- Excellent time management skills developed through working 25 hours per week while attending school full time.
- Developed leadership skills by serving as a community assistant responsible for 40 residents
- Knowledge of Windows 98 and higher, the Microsoft Office Suite, PowerPoint, and Access.

Education: For each post-secondary degree (most recent first), list:

- Your degree (do not use abbreviations). Major, minor, and concentration.
- The name of what college/university and the city and state in which it is located.
- Date of graduation.
- Include your percentage

Also consider:

- Curriculum highlights and special projects.
- Certificates and licenses.
- Workshops and conferences you've attended.
- Study abroad experiences.
- If you have worked during college, consider including the percentage of the college expenses you paid for.

Experience: Provide information that is relevant and positive; avoid a boastful or dishonest resume; and accentuate your most marketable skills and experiences. Quantify when possible. You can use one of two formats:

- **Functional:** To emphasize skills and talents, cluster your experience under headings that highlight these skills, for example: leadership, research, computers, etc. This format can be helpful if you have little relevant work experience.
- **Chronological:** This format emphasizes work experience. Begin with your most recent job and continue on in a consistent style. If you have career-related experience, you can divide your experience into two sections:
 - Related Experience
 - Additional Experience

This allows you to put the most relevant items together. Experiences may include full-time or part-time employment as well as summer jobs, volunteer work and internships. Each entry should:

- Include your job title, the employer's name, city, state and dates employed (month/year), related skills, responsibilities and results of your actions.
- Highlight when an increase in responsibility occurred or you received a promotion.
- Use numbers to quantify and specify information i.e., cash sales of \$9,000 or supervised four clerks.

Do not be discouraged if you have never had employment in your field. Instead focus on skills, accomplishments, and responsibilities relevant to your field. Don't get bogged down in details that are not of interest to potential employers.

Involvement/Activities: Employers look for well-rounded individuals who involve themselves with extracurricular activities. You may want to:

- Include both college and community activities, highlighting any leadership roles.
- Identify organizations to which you belong, the role you play in each, and your dates of participation.
- Emphasize activities closely related to your career goals and/or the needs of the employer.
- Note: When you include religious or political activities, carefully consider whether you want to identify specific denominations or parties. The potential for bias may be an issue.

Honours: List any honours that indicate your strong academic abilities, i.e., honorary societies, scholarships, awards, and dean's lists.

Military Service: Identify the branch of the service, locations, your rank, and dates of service. Briefly describe your assignment, achievements, and demonstrated skills in terms relevant to employers. Avoid using technical military terms.

Related Interests: If you have space, you may want to briefly identify some of your personal interests that relate to the company location and/or position.

References: You may attach a separate sheet listing 3 to 5 references with work addresses, phone numbers, and email addresses if available. Remember to make sure you have permission from individuals before listing them as references. Each Reference should include:

- Name (in bold)
- Position • Company Name
- Company Street Address
- Company City, State pin code
- Phone:
- Email:

Sample headings you may like to use:

- Educational Background or Tertiary Education
- Employment or Work Experience
- Key Skills or Skills Summary
- Key Achievements
- Awards or Prizes
- Career Objective, Career Goal or Personal profile
- Voluntary or Community Service
- Computer or IT Skills
- Research
- Professional or Clinical Experience
- Publications or Conferences
- Language Skills
- Professional or Society Memberships
- Qualifications
- Extra-curricular activities or Hobbies & Interests
- Sporting Achievements
- Exhibitions
- Funding Grants
- University Projects
- Career Highlights or Achievements
- Referees (x2 minimum)

Example:

RESUME

MAHENDRA KUMAR

Cell: +91 8106040988

Email: mahendra.kumar@gmail.com

Career Objective:

To perceive a career in a renowned firm with dedicated efforts and to associate myself with an organization that gives me a chance to update my knowledge.

Educational Qualification:

Sl.No.	Course	Institution	Year of passing	Marks
1	B.A.(English)	Government Arts College, Coimbatore - 18	2019	75%
2	HSC	Government Hr Sec School, Coimbatore - 48	2016	82%
3	SSLC	Government Hr Sec School, Coimbatore - 48	2014	83%

Computer Skills:

P.G.D.C.A (Post Graduate Diploma in Computer Application)

A.D.C.A (Advanced Diploma in Computer Application)

D.T.P (Desktop Publisher)

Operation Systems (XP, 2000, 98, and Other)

Strengths:

Good Communication Skills.

Ready to take responsibility.

Quick Learner and Good Interpersonal Skills.

Personal Profile:

Name :Mahendra Kumar
Father Name :Sasi Kumar
Date of Birth :07-April-1999
Nationality :Indian
Languages Known :Tamil and English
Address :78/6, Gandhi Street,
Gandhipuram,
Coimbatore - 641012

Declaration:

I hereby declare that the above information is correct and true to the best of my knowledge and belief.

Place:

Date :

(MAHENDRA KUMAR)

Exercises:

1. Write a resume for the post of Post-graduate assistant in a school. Write a covering letter to the Principal.
2. You are mechanical engineer with 10 years' experience. Write a resume to industrial company for the post of Senior engineer with your experience and necessary qualifications. Send your resume to The Manager along with a covering letter.
3. You are the editor of the college newspaper. A leading newspaper publisher has advertised for trainee journalists with a technical background. Prepare a resume for the Editor of the magazine along with a covering letter.
4. Write a resume for your friend who has complete Ph.D. in Chemistry.
5. Write a resume for the following advertisement

Earn 50,000+ Per month**Sales Representatives required for a highly professional group involved in food business**

Long term career growth opportunity for the right individuals

Qualification & Experience

- Minimum education BBA or equivalent
- Age not more than 35 years
- 5 years sales experience. Preference will be given to candidates with experience in food items
- Must have a motorcycle

Email your cv at
careers@qmmfoods.com



2. E-MAIL WRITING

In the information age, email has become the dominant form of communication. Being able to write a polished, professional email is now a critical skill both in college and the workplace. Below are some key distinctions between formal and informal writing, as well as some guidelines to follow when composing a formal email to a superior (professor, current or prospective employer, etc.) or someone who does not know you.

Informal vs. Formal:

Informal:

- Written to friends and family
- Accuracy and grammar (spelling and punctuation) are not important
- You can make up your own rules

Example:

From: shwetha@abc.com

To: swathi@abc.com

Subject: Plans for Friday

Body:

Hi Swathi,

I miss you so much! Can't wait to see you on Friday!! We haven't hung out in so long! I miss my bestie! Maybe we can go to the movies or dinner or just chill and watch TV and catch up...idc, whichever you want.

Love ya,

Shwetha

Formal:

- Written to a professor, colleague, boss, etc.
- Must always be professional
- Accurate grammar, punctuation, and spelling necessary

Example:

From: kumar@abc.com

To: raj.prof@abc.com

Subject: Leave of Absence

Body:

Dear Professor Raj,

I was unable to attend class today due to a doctor's appointment. When you have a moment, could please let me know what I missed and what homework I need to have completed for Friday?

Thank you,

Kumar

Email Format:

Subject: It should contain the crux of the e-mail. It should not exceed more than eight words.

Salutation: The salutation of a formal email is similar to the salutation of a letter. When writing to someone you do not know by name, you put “To Whom it May Concern.” When applying for a job, you would address the person by, “Dear Hiring Manager.” If you do know the recipient’s name, you put “Dear Mr./Ms. Smith.” For a formal salutation, you should not use the recipient’s first name or the informal greetings “Hello” or “Hey.”

Body Paragraphs: It is important to remember that an email needs to be concise. The first sentence, known as the opening sentence, can be a greeting if the situation allows it.

- I hope all is well with you.
- Thank you for your prompt response.

However, for most formal emails it is best to get straight to the point. Depending on the subject, you should have a maximum of four paragraphs and each paragraph should contain a single point. It is also important to provide questions in order to prompt a response. At the end of your last paragraph you should provide a “thank you” or “call to action” depending on the subject of your email.

- Thank you for your assistance with...
- Thank you for your time and I look forward to hearing back from you.
- Please feel free to call or email me if you have any questions.
- I would appreciate it if this could be taken care of promptly.

Closing: Like the salutation, the closing of a formal email can be the same as the closing to a letter. However, unlike the salutation, there are more options for a closing.

- | | |
|-------------|----------------|
| • Thank you | • Best regards |
| • Sincerely | • Yours |

The closing is then followed by your full name. It is also beneficial to add your job position (if applicable) and phone number under your name in the 4th paragraph.

Example:

Sincerely,
Kumar
Student Body President
Government Arts College, Coimbatore
900000001

Exercise:**Write an E-mail for the following:**

1. A completion is to be conducted by the photography club of your college send an e-mail to all the members explaining norms for selecting the winning entry clarity, subject composition, lighting and exposure or some of the points you could cover.
2. Your friend is visiting Coimbatore for the weekend. Send an e-mail for a get-together.
3. A company has informed you by e-mail of your selection in the campus placement at your college. Write a thank you mail to the company.
4. You are leaving the college at the end of your course. Send a farewell e-mail separately to the faculty and you to your friends.
5. Write a e-mail to your cousin congratulation him/her for clearing NEET.

3. MIND-MAPS

Mind mapping was developed as an effective method for generating ideas by association. In order to create a mind map, you usually start in the middle of the page with the central theme/main idea and from that point you work outward in all directions to create a growing diagram composed of keywords, phrases, concepts, facts and figures.

It can be used for assignments and essay writing especially in the initial stages, where it is an ideal strategy to use for your 'thinking'. Mind mapping can be used for generating, visualising, organising, note-taking, problem-solving, decision-making, revising and clarifying your university topic, so that you can get started with assessment tasks. Essentially, a mind map is used to 'brainstorm' a topic and is a great strategy for students.

How to use mind mapping?

You can use mind mapping for the following:

- taking notes in a lecture and listening for the most important points or keywords
- showing links and relationships between the main ideas in your subject
- brainstorming all the things you already know about an essay question
- planning the early stages of an essay by visualising all the aspects of the question
- organising your ideas and information by making it accessible on a single page
- stimulating creative thinking and creative solutions to problems
- reviewing learning in preparation for a test or examination.

Basics of mind mapping:

1) Place the central theme/main idea or controlling point in the centre of your page. You may find it easier to place your page on the side, in landscape orientation, which is easier for drawing purposes.

2) Use lines, arrows, speech bubbles, branches and different colours as ways of showing the connection between the central theme/main idea and your ideas which stem from that focus. The relationships are important, as they may form your essay paragraphs.

3) Avoid creating an artistic masterpiece. You should draw quickly without major pauses or editing. Chances are, your first idea was fine and you placed that idea in the direction or on the branch you thought made the most sense. It is important in the initial stages of mind mapping to consider every possibility, even those you may not use.

4) Choose different colours to symbolise different things e.g. you may choose blue for something you must incorporate in your paper, black for other good ideas, and red for the things you need to research or check with your tutor/lecturer. Your method is entirely up to you, but try to remain consistent so that you can better reflect on your mind map at a later stage.

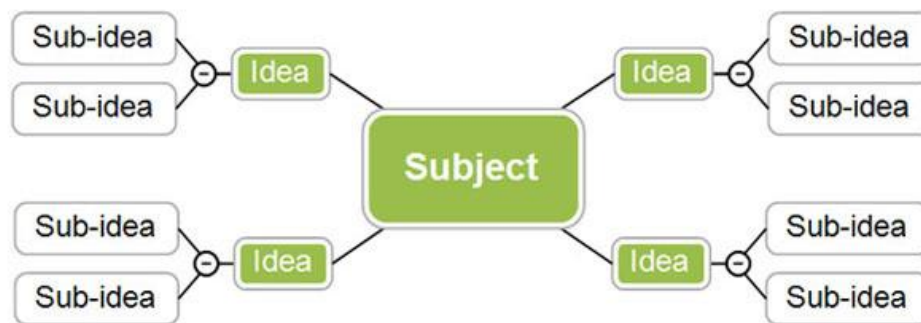
5) Leave some space on your page. The reason for this is that you can continue to add to your diagram over a period of time. If A4 sized paper feels too small, you may like to use A3.

Basic Principles

The basic principles of mind mapping are:

1. Create a Centre Statement.
2. Develop ideas radially outward.
3. Capture ideas quickly.
4. Use lines to show connections.
5. Create train-of-thought structures.

6. Follow an idea as far as it will go.
7. Work from the known to the unknown.
8. Return to the centre when ideas are exhausted.
9. Increase density to create richness.
10. Avoid being judgmental.
11. Have fun with the form.



1. Create a Centre Statement. The title in the centre should state the topic, issue or question that is being addressed. The key thing about the centre statement is that you will be continually returning to it. Not only will you be returning to it, but you will be returning to it when you have run out of things to say during your previous stream of thought. So this centre statement should be something that you really want to come back to. If you simply want to explore a topic, write it down. In the attached example, “Mind Mapping,” written big and bold, indicates clearly what the map is going to be about. When your issue is an aspect of a bigger topic, write the aspect. These titles may be simple and straight forward, or snappy according to your preference. If you address issues that excite you, fascinate you, or that you can generate some emotion about, making a map will be fun. The best maps are maps you want to make. The title should foster this enthusiasm.

2. Develop ideas radially outward. The next step is to look at this statement, think of the first thing you want to say, draw a line away from the statement and say it. When I start, sometimes I look at the centre and realize that there are several categories that will need to be addressed. In our own example, these were the obvious ones: how, where, when, and why do we mind map? I could draw several lines out in different directions, and write these words down. I find this often leads to organization problems because I can’t predict how much room each issue will require. So I often put them down in a clump, or take notes on scratch paper so I won’t forget them. That way, when I address the next issue I can put the key word in a location that provides enough room to explore it.

3. Capture ideas quickly. Complete sentences aren’t required. Key-words, phrases and even quick sketches, drawings, diagrams and symbols are fine. Ideas often come faster than you can write them down. The trick is to record them well enough to remember what you were thinking. When you are done you can go back in with a fine pen and clarify your thoughts or add detail. Usually I find that when I am past this first level and into a sub-issue like “Why Mind map?” I am off and running. The urge to be even more organized and think of still finer categories is no longer with me. I’m sure everyone differs on this. After I brainstorm many topics I realize, “Oh, note-taking and studying for an exam are related, they both have to do with learning.” So I could have had a subcategory named learning. This is the beginning of the pattern recognition stage.

4. Use lines to show connections. As ideas come, they flow outward. As you think of related ideas, draw a line from the previous idea and write it down. The lines indicate the connections. Whether they are obvious or not, our minds work in metaphorical leaps. It is often interesting and valuable to see where ideas came from. You can use different kinds of lines: fat ones, thin ones. There are no correct rules. You can make your own. Wavy lines can indicate uncertainty. Dotted lines metaphorical leaps. A long line can run across a distance, leaping other lines in the way, to connect distant ideas together, or simply to find room to add more thoughts.

5. Create train of thought structures. This continual connecting and branching reveals a structure of thought. The solid collection of lines clearly indicates how the ideas flowed from one to another.

6. Follow an idea as far as it will go. Sooner or later, ideas come to an end. At some point I tend to run out of gas, or I have really said enough about that issue, or have gone thoroughly off the track, or gotten to the point where I have nothing but questions. That's the time to stop the train.

7. Work from the known to the unknown. Questions are a good place to wind up. Because we tend to work from the known to the unknown, it is normal to have questions at the fringe of the map. Knowledge becomes less certain and rather fuzzy at the edges, just like a 17th century world map. Questions are a great way to summarize an idea chunk and provide a good place to stop.

8. Return to the centre when ideas are exhausted. When you have finished a thought, go back to the centre. If you have already have another category in mind, you can begin on that. If not, look at the centre idea until you think of another issue to explore. In my example, I came back to "Where to mind map?," and I was off and running again. Repeat the cycle of coming to the centre and starting over until you have exhausted your thoughts on the subject or just plain run out of room. Note that if you really need more space you can tape on an extension.

9. Increase density to create richness. Interesting and insightful maps occur when a certain density of ideas is achieved. Density creates a critical mass—the opportunity for fission and fusion of ideas and concepts. When there are a lot of ideas, they jostle each other and bounce off each other—they break apart and re-combine in unexpected and delightful patterns.

10. Avoid being judgmental. In any creative process, premature criticism kills ideas before they even have a chance to breathe. Problem solving sessions should not tolerate critical comments while ideas are flowing. This applies to mind mapping just as it applies to brainstorming. It should be an expressive, exploratory activity. Mind maps are best when free flowing, speculative and uncensored by our judgmental self.

11. Have fun with the form. Mind maps often exhibit the map maker's sense of aesthetics and playfulness. People who make a lot of maps often become very creative in finding new forms that help them communicate their ideas, or simply make them more fun to do. We will discuss some of these forms later as they can be quite useful.

Example:
Business Plan:



Exercises:

Develop a mind-map for the following topic:

1. Environmental pollution
2. Examinations
3. Interviews
4. Poverty in India
5. Etiquette

4. REVIEW WRITING

A review is a critical evaluation of a text, event, object, or phenomenon. Reviews can consider books, articles, entire genres or fields of literature, architecture, art, fashion, restaurants, policies, exhibitions, performances, and many other forms. This handout will focus on book reviews. For a similar assignment, see our handout on literature reviews.

Above all, a review makes an argument. The most important element of a review is that it is a commentary, not merely a summary. It allows you to enter into dialogue and discussion with the work's creator and with other audiences. You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization. You should clearly state your opinion of the work in question, and that statement will probably resemble other types of academic writing, with a thesis statement, supporting body paragraphs, and a conclusion. See our handout on argument.

Typically, reviews are brief. In newspapers and academic journals, they rarely exceed 1000 words, although you may encounter lengthier assignments and extended commentaries. In either case, reviews need to be succinct. While they vary in tone, subject, and style, they share some common features:

- First, a review gives the reader a concise summary of the content. This includes a relevant description of the topic as well as its overall perspective, argument, or purpose.
- Second, and more importantly, a review offers a critical assessment of the content. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand.
- Finally, in addition to analyzing the work, a review often suggests whether or not the audience would appreciate it.

Book Review:

A book review is a critical assessment of a book. It describes and evaluates the quality and significance of a book and does not merely summarise the content.

Identify:

- Author's content and purpose
- Structure
- Audience

Evaluate:

- Accuracy
- Up-to-datedness of the information
- The sources used to justify the author's stance

Respond:

- What issues does it raise?
- What issues are omitted?
- The effect of the book
- Your recommendation

Book reviews are frequently written by publishers, editors and newspaper/journal reviewers as part of the publicity process for a book shortly after publication or republication. They are also written by experts, academics, journalists, organisations with vested interests and students to develop an understanding of the place of a particular book within a broader context of its subject area and its genre.

This comparative component to a book review requires knowledge of both these areas. As a student you will be expected to demonstrate that you have examined the book from several angles. The points you raise (both positive and negative) need to be supported with evidence just as for other forms of academic writing.

Writing a book review

1. Before reading, write some questions based on the list above:

- Why has the book been written?
- When was it written?
- What is the scope of the book?
- Who is the intended audience?
- How accurate is the author's content?
- How (well) is evidence used?
- Are there any omissions?

Find out about the author:

- Qualifications
- Background
- Affiliations
- Other works (if any)

Locate some other sources on the same content/issue and/or the same genre to provide you with background and other views.

2. During reading, Pay attention to introduction and preface as this is where authors often present the reasons for their book, their perspective and those of any other contributors. Look at table of contents and book structure. This gives you a quick overview of the contents; looking at any pictures/diagrams, tables/graphs, in the chapters shows you some of the strategies the author has used to get the meaning across. These contents may give a clearer indication of the intended audience as well. For example the information in tables may be very technical, indicating interpretation will be easier for those with some prior knowledge.

Do not skip abstracts and summaries. These are a quick way to get an overview of the book (from the author's point of view). Take notes and highlight major points, the sources used, and the logic of the argument presented. Note whether the information is new. Is the author refuting earlier works, building on another author's ideas or rehashing an earlier piece of work?

How easy is it to understand the author's point of view? If it is difficult, what is the reason?

3. After reading, Use your notes to evaluate the book. You need to use your other sources too. Decide what recommendation you would make to readers about the different aspects. Include its readability.

Structuring the book review

Most book reviews are between 100-500 words, though an academic review may go up to 1500. Check with the lecturer if you are not sure how long your book review should be.

At the start, put the complete bibliographic information:

Title in full, author, place of publication, publisher, date of publication edition, number of pages.

A published review will usually include price and ISBN number and your lecturer may require you to do this too.

Your introduction will usually include:

- your overall impression of the book
- a statement about the author
- a statement on the purpose of the book
- a statement of the significance of the work
- a comment about the relationship between this work and others by the same author, the same subject and the same genre

The body of your review develops the points you want to make:

- greater detail on the author's thesis and a summary of the main points
- evaluation of strengths, weaknesses, contribution or bias
- the evidence that is the basis of your critique

The conclusion (last paragraph) includes:

- your final assessment
- restatement of overall impression
- (re)statement of your recommendation

No new information should be included in the conclusion.

Reference list: this is put at the end as usual, using the referencing style requested by the lecturer.

Example:

Frankenstein's Cat

I appreciated Frankenstein's Cat for its fascinating explanation about the often baffling subject of bioengineering and its sister sciences. Emily Anthes explains the many sides of today's modern technology, such as gene modification, cloning, pharmaceutical products (from the farm), prosthesis, animal tag and tracking and gene cryogenics. This book provides a well-rounded summary of these

complicated sciences without being boring or simply factual. Her real world examples take us on a journey from the farm, to the pet store and then from the pharmacy to the frozen arc.

Have you ever wondered if the neighbourhood cat is spying on you? Read about Operation Acoustic Kitty and find out if this feline fantasy fiction or fact. Do you think bugs are creepy? What about a zombified cyborg beetle? Is Fido so special that you want two of him? Money can buy you an almost exact copy of your pooch BUT don't expect the same personality. Emily Anthes makes you crave more information. She makes you want to know the future of Earth's flora and fauna, as well as humanity itself.

I would highly recommend this book to anyone who desires a guide to the future of biological science and technology. *Frankenstein's Cat* is best read by the light of a glow-in-the-dark fish, while cuddling your favourite cloned dog and drinking a glass of genetically modified milk.

Movie Review:

A. Before you begin to write your review

1. See the film, and then immediately note your responses. Your analysis will be based on your memory of the film and it is important to get some notes on paper so you don't forget vital details. Memorable scenes should be listed. They may turn out to be key points of discussion for your paper. You also need to write down your initial overall impressions of the film. How did it make you feel? Try as well to figure out why you responded that way. That is the beginning of your critical response.

2. See the film again if possible. This time you need to be more analytical. Pay close attention to the scenes which impressed you before, and try to figure out how they work. Watch the film with the following subjects in mind: characterization, setting, types of film techniques. If your response to the movie changes on a second viewing, note how and why.

B. Library Research (if required)

1. Look up the film's credits (if you don't have them in your notes). You may want to refer to the director, producer, writer, cast, etc. in your review. Background information on these people may also be available in reference books or periodicals.
2. If the film is based on a real person or event, you may want to compare the reality to the filmed version. In that case, you may want to consult an encyclopaedia or other reference books.
3. If you want the definition of any technical terms, consult a film dictionary. Some of the techniques with which you should be familiar are: montage; long shot; zoom; close-up; panorama; middle-distance; slow motion; sharp focus; tracking; fade; dissolve; fixed camera.

C. Analyzing Setting

1. Note the setting of the film, its time and place. Be specific. What details revealed the setting - costumes? sets? props? makeup? Does the film specifically state a time and place?
2. Is the film in colour or black and white or both? Any reason why? Is it important?
3. How important is the setting to the movie as a whole? How does it relate to plot and character and theme?

D. Analyzing Plot

1. Your review should not just be a summary of what happens in the film. You should, however, discuss important turning-points in the film; important scenes which reveal character; the opening and closing scenes; the importance of subplots (if they exist).
2. The time-frame of the film could also be discussed here. How much time elapses during the film? (an hour? 30 years?) Are there flashbacks? dream sequences? flash forwards? This might be the place to discuss the choice of the film's title.

E. Analyzing Character

1. Who are the important characters? What are their major traits? How are they revealed to you? (Note camera shots and angles, the camera's point of view, the use of voice-overs.) Is what the characters important, or what they do? Do you come to know them by what others say about them? How important is their appearance? their language? Are the characters realistic? Do they change? Are there clear-cut heroes and villains?

F. Analyzing Style and Technique

1. Note recurring visual images, symbols.
2. How is music used?
3. Discuss important camera and editing techniques.
4. Discuss special effects, sound effects, lighting.

G. Determine the theme of the film

All the elements of the film should work together to lead you to the film's theme. It may be explicitly stated, but it is usually derived from the work as a whole. You may be able to deduce it from the film's mood, or by considering the conflicts presented. It may help to think about what the film presents as "good" and what it presents as "evil." Are these issues clear-cut and simple or complex? Perhaps the struggle of the main character(s) will lead you to the themes.

Example:

Dark Knight Rises (2012)

Cast: Christian Bale, Tom Hardy, Anne Hathaway, and Joseph Gordon-Levitt

Director: Christopher Nolan

Synopsis: Christian Bale stars as both the classic caped crusader and his billionaire alter-ego, Bruce Wayne. In this third instalment of Christopher Nolan's Batman films, Bruce Wayne no longer feels that the City of Gotham needs a hero and goes on a secluded hiatus. However, when a new villain, Bane (Tom Hardy), threatens Gotham City, Wayne dons his cape and mask once more.

Review:

Christopher Nolan brings yet another adrenaline-filled, comic-inspired movie to the big screen. We see all sorts of familiar faces this time around, but the audience is introduced to a few new characters as well.

When crisis threatens Gotham City, Bruce Wayne jumps back into the Batmobile to fight crime. Batman is joined on his quest by an eager orphaned cop (Joseph Gordon-Levitt), a seductive cat burglar (Anne Hathaway), and a violent masked villain (Tom Hardy). This film served as great entertainment with its colourful cast and numerous plot twists. Nolan used actors that had either appeared in previous Batman films or in his blockbuster hit Inception, and all of them shone in their respective roles: Tom Hardy was almost unrecognizable in his Bane costume, while Joseph Gordon-Levitt and Marion Cotillard were both excellent—and obviously comfortable with Nolan's directing style and the film's dramatic tone.

The one actor that gave this reviewer pause was Anne Hathaway as Selina Kyle. She has historically been typecast as the girl next door, so it was a shock to watch her steal and fight her way through the City of Gotham. After a few scenes, however, we were convinced that the casting decisions was a good one, as Hathaway portrayed the darker Catwoman role brilliantly. True to Nolan's style, at 164 minutes, this film is fairly long. There were a few times when the movie felt a bit drawn out, but the gorgeous action scenes and impressive dialogue really held the audience's attention and kept them on the edge of their seats. However, the timeline was a bit unclear at times. For a number of scenes, it was hard to tell whether it had been days or months or years that had passed since the last time a given character had been on screen. Despite the film's minor shortcomings, *The Dark Knight Rises* is exciting, creative, and dark—and well worth a few hours of your time.

Exercises:

1. Write a book review in about 200 words for the following
 - a. Your favourite book.
 - b. Last book you have read.
2. Write a movie review in about 200 words for the following
 - a. Your favourite movie
 - b. Last movie you have seen