**III BA ENGLISH**

**INDIAN WRITING IN ENGLISH**

**MULKRAJ ANAND’S COOLIE**

Coolie, by Mulk Raj Anand, was first published in 1936 and helped to establish Anand as one of the foremost Anglophone Indian writers of his day. Like much of his other work, this novel is concerned with the consequences of British Rule in India and with the rigid caste system that structured Indian society. “Coolie” is a term for an unskilled laborer, though it can also be used as a pejorative. Anand’s novel tells the story of Munoo, a young boy from the Kangra Hills in Bilaspur. He is an orphan who lives with his aunt and uncle; however, early in the novel they reveal they can no longer support Munoo and insist that he get a job. This is the beginning of a journey that will take Munoo to Bombay and beyond, but it also marks the end of his childhood.

With his Uncle, Munoo travels to a nearby town where he finds a job as a servant to a bank clerk, Babu Nathoo Ram. Munoo is mistreated by his master’s wife but he admires his master’s younger brother, Prem Chand, who is a doctor. Babu Nathoo Ram himself is something of a caricature; a typical example of a Middle Class Anglophile who has internalized the values of the colonizer and firmly believes in the supremacy of white people. A great fuss is made when the aptly named Mr. English visits the bank where Babu Nathoo Ram works, but Anand uses this episode to undercut the apparent superiority of the English. When Prem Chand enquires about the best place in Britain to further his medical training, it is revealed that Mr. English is uneducated and doesn’t know.

After accidentally injuring Sheila, Babu Nathoo Ram’s daughter, Munoo is beaten and decides to run away. He makes it as far as Daultapur, where he is taken in by Prabha, who runs a pickle factory. Prabha and his wife are kind to Munoo, although the work is hard. Throughout the novel, Anand points to the way the lower classes are exploited by those above them, with Munoo being the ultimate example of this exploitation. Here, he shows how Prabha must appease his neighbor, the Public Prosecutor Sir Todar Mal, with free pickles and jam to prevent him having the factory shut down because the smoke irritates him. Ultimately, however, it is Prabha’s own business partner, Ganpat, who cheats him and leaves him bankrupt, suggesting a lack of class consciousness or solidarity.

When Prabha loses the factory, Munoo is left to fend for himself once again. He meets an elephant driver who is travelling to Bombay with a circus and decides to join them. At first, Munoo is delighted with Bombay, but he soon realizes that, even here, “coolies” must sleep on the streets. He finds work at Sir George White’s cotton mill where he meets Ratan, a man he comes to idolize. Ratan is a wrestler and a member of the worker’s union, a man who has chosen to fight his masters and reject the exploitative conditions in which he labors. The optimistic possibility symbolized by Ratan is short lived for Munoo, however, as a riot breaks out during a workers’ strike and he becomes lost.

While wandering the streets, he is run over by Mrs. Mainwaring’s car. As compensation, she hires him as a servant and takes him to Simla. Mrs. Mainwaring offers insight into another dimension of Indian society. She has English, as well as Indian, ancestry, and longs to be accepted by English society. As a result she travelled to England and married a young English soldier. Her desire to be recognized as English can also be read as a desire to be recognized as white, with all of the privileges that accompany whiteness in colonial India, privileges that Munoo will never enjoy. Despite the kindness that Mrs. Mainwaring shows him, Munoo contracts tuberculosis and dies, aged just fifteen.

Coolie is a devastating account of the poverty and exploitation faced, not just by Munoo, but thousands like him. Anand shows how the racial and class hierarchies imposed by British colonialism have intersected, or overlaid, the existing caste system to make life impossible for “coolies”. Munoo has no real control over his life; over the work he does or where he lives or how he is treated. As he moves from one place to another in search of a job or a home, he moves from one tragedy to another. In his travels and through the various people he meets and is employed by, he is exposed to the multiplicity of life in India which is made vivid by Anand’s prose. If the novel’s portrait of Munoo’s life raises difficult questions about Indian society, Munoo’s death raises the question of whether there can be any future for a “coolie” if nothing changes.

COMMONWEALTH LITERATURE

THINGS FALL APART – SUMMARY

Okonkwo is a wealthy and respected warrior of the Umuofia clan, a lower Nigerian tribe that is part of a consortium of nine connected villages. He is haunted by the actions of Unoka, his cowardly and spendthrift father, who died in disrepute, leaving many village debts unsettled. In response, Okonkwo became a clansman, warrior, farmer, and family provider extraordinaire. He has a twelve-year-old son named Nwoye whom he finds lazy; Okonkwo worries that Nwoye will end up a failure like Unoka.

In a settlement with a neighboring tribe, Umuofia wins a virgin and a fifteen-year-old boy. Okonkwo takes charge of the boy, Ikemefuna, and finds an ideal son in him. Nwoye likewise forms a strong attachment to the newcomer. Despite his fondness for Ikemefuna and despite the fact that the boy begins to call him “father,” Okonkwo does not let himself show any affection for him.

During the Week of Peace, Okonkwo accuses his youngest wife, Ojiugo, of negligence. He severely beats her, breaking the peace of the sacred week. He makes some sacrifices to show his repentance, but he has shocked his community irreparably.

Ikemefuna stays with Okonkwo’s family for three years. Nwoye looks up to him as an older brother and, much to Okonkwo’s pleasure, develops a more masculine attitude. One day, the locusts come to Umuofia—they will come every year for seven years before disappearing for another generation. The village excitedly collects them because they are good to eat when cooked.

Ogbuefi Ezeudu, a respected village elder, informs Okonkwo in private that the Oracle has said that Ikemefuna must be killed. He tells Okonkwo that because Ikemefuna calls him “father,” Okonkwo should not take part in the boy’s death. Okonkwo lies to Ikemefuna, telling him that they must return him to his home village. Nwoye bursts into tears.

As he walks with the men of Umuofia, Ikemefuna thinks about seeing his mother. After several hours of walking, some of Okonkwo’s clansmen attack the boy with machetes. Ikemefuna runs to Okonkwo for help. But Okonkwo, who doesn’t wish to look weak in front of his fellow tribesmen, cuts the boy down despite the Oracle’s admonishment. When Okonkwo returns home, Nwoye deduces that his friend is dead.

Okonkwo sinks into a depression, neither able to sleep nor eat. He visits his friend Obierika and begins to feel revived a bit. Okonkwo’s daughter Ezinma falls ill, but she recovers after Okonkwo gathers leaves for her medicine.

The death of Ogbuefi Ezeudu is announced to the surrounding villages by means of the *ekwe,* a musical instrument. Okonkwo feels guilty because the last time Ezeudu visited him was to warn him against taking part in Ikemefuna’s death. At Ogbuefi Ezeudu’s large and elaborate funeral, the men beat drums and fire their guns. Tragedy compounds upon itself when Okonkwo’s gun explodes and kills Ogbuefi Ezeudu’s sixteen-year-old son.

Because killing a clansman is a crime against the earth goddess, Okonkwo must take his family into exile for seven years in order to atone. He gathers his most valuable belongings and takes his family to his mother’s natal village, Mbanta. The men from Ogbuefi Ezeudu’s quarter burn Okonkwo’s buildings and kill his animals to cleanse the village of his sin.

Okonkwo’s kinsmen, especially his uncle, Uchendu, receive him warmly. They help him build a new compound of huts and lend him yam seeds to start a farm. Although he is bitterly disappointed at his misfortune, Okonkwo reconciles himself to life in his motherland.

During the second year of Okonkwo’s exile, Obierika brings several bags of cowries (shells used as currency) that he has made by selling Okonkwo’s yams. Obierika plans to continue to do so until Okonkwo returns to the village. Obierika also brings the bad news that Abame, another village, has been destroyed by the white man.

Soon afterward, six missionaries travel to Mbanta. Through an interpreter named Mr. Kiaga, the missionaries’ leader, Mr. Brown, speaks to the villagers. He tells them that their gods are false and that worshipping more than one God is idolatrous. But the villagers do not understand how the Holy Trinity can be accepted as one God. Although his aim is to convert the residents of Umuofia to Christianity, Mr. Brown does not allow his followers to antagonize the clan.

Mr. Brown grows ill and is soon replaced by Reverend James Smith, an intolerant and strict man. The more zealous converts are relieved to be free of Mr. Brown’s policy of restraint. One such convert, Enoch, dares to unmask an *egwugwu* during the annual ceremony to honor the earth deity, an act equivalent to killing an ancestral spirit. The next day, the *egwugwu* burn Enoch’s compound and Reverend Smith’s church to the ground.

The District Commissioner is upset by the burning of the church and requests that the leaders of Umuofia meet with him. Once they are gathered, however, the leaders are handcuffed and thrown in jail, where they suffer insults and physical abuse.

After the prisoners are released, the clansmen hold a meeting, during which five court messengers approach and order the clansmen to desist. Expecting his fellow clan members to join him in uprising, Okonkwo kills their leader with his machete. When the crowd allows the other messengers to escape, Okonkwo realizes that his clan is not willing to go to war.

When the District Commissioner arrives at Okonkwo’s compound, he finds that Okonkwo has hanged himself. Obierika and his friends lead the commissioner to the body. Obierika explains that suicide is a grave sin; thus, according to custom, none of Okonkwo’s clansmen may touch his body. The commissioner, who is writing a book about Africa, believes that the story of Okonkwo’s rebellion and death will make for an interesting paragraph or two. He has already chosen the book’s title: *The Pacification of the Primitive Tribes of the Lower Niger.*

ENGLISH LANGUAGE TEACHING

Use of Audio-Visual Aids

Audiovisual aids provide opportunities for effective communication between teacher and students in learning. For example, in a study on English as Foreign Language (EFL) classroom, the difficulties faced by EFL learner are lack of motivation, lack of exposure to the target language and lack of pronunciation by the teacher, and such difficulties can be overcome by Audio as purpose of communication and Visuals to provide more exposure.

Young students learn easily when they are motivated and curious about something. As young students are getting more exposed to technology ,traditional methods of education are day by day becoming more obsolete for them. Often they symptoms of restlessness, boredom and general irritability.

# Use of Audio-visuals to make the class interesting :

Almost all the students in modern scenario agree that use of different audio-visual materials makes the class interesting and enjoyable. Often a lengthy class becomes really tough for them if the teacher cannot make it interesting. They lose their attention soon from the lesson. Only the lecture based class becomes monotonous for the students. However, different types of AV aids can take away the monotony of the students. Students have claimed that they can pay more attention to the lesson as it becomes more attractive and attention-grabbing. It brings variation in the class. It has been seen that students can understand the lesson better if the teachers visualize the contents relating with any audio-visual materials. Also, the use of PowerPoint slides makes the class more interesting and stimulating.

# Common Problems faced by teachers while using audio-visual aids:

Teachers often face the technical problem while using audio and video in the class. Sometimes, the materials in a pen drive get damaged by virus. Also, often it happens that the speakers do not work in the classroom or the video player does not support. As a result, teachers have to face a lot of problems. The selection of the appropriate materials is very challenging. As often teachers don’t have the facilities to design their own audio-visual materials suitable for our classes, they have to depend on the ready-made resources from different websites. As a result, it is very challenging for the teachers to find out suitable materials that match with the level of the learners and other criteria.

# Common problems faced by the students when teachers use audio-visual aids in classrooms

Although, students generally agree that audio-visual aids facilitate their language learning, but sometimes they face some difficulties when their teachers use different audio visual aids in the classroom. There are occasional technical issues and other unseen problems that arise sometimes. As a result, they face difficulties to get the meaning. Sometimes they face problems in understanding the material. Therefore, there are both advantages and disadvantages of using audio visual aids in English language classrooms.

Audio-visual aids surely facilitate language learning. Both the teachers and learners are benefited from different audio-visuals materials in language classrooms. Audio-visuals make the language teaching and learning effective making the class interactive and interesting, motivating the learners, facilitating language skills and so many. The use of multimedia audio-visual aids in English language education in the classroom is an essential and effective way to enhance the English language knowledge of the students. It definitely increases the interest, knowledge and proficiency in English language among the students . Appropriate actions should be taken in order to facilitate the use of multimedia audio-visual aids in the English language classroom to enhance the English language proficiency of students .

Television and Language Lab in Teaching English

## A language laboratory is a dedicated space for [foreign language learning](https://en.wikipedia.org/wiki/Language_education) where students access audio or audio-visual materials. They allow a teacher to listen to and manage student audio, which is delivered to individual students through headsets or in isolated 'sound booths.' Language labs were common in schools and universities in the United States in the two decades following [World War II](https://en.wikipedia.org/wiki/World_War_II)[[1]](https://en.wikipedia.org/wiki/Language_lab#cite_note-Roby_2004-1). They have now largely been replaced by [self access language learning centers](https://en.wikipedia.org/wiki/Self_access_language_learning_centers), which may be called 'language labs.

## Using a language lab has many benefits

Language labs are becoming **highly valued** at[**colleges** **and** **universities**](https://www.dexway.com/education/elearning-solution/) because they offer students a structured **eLearning** environment that is **successful** and **reliable.** New technologies are increasingly more present in **classrooms** as they facilitate the **teacher’s role** in creating a more attractive learning environment for the student and can offer their students more practice hours and up-to-date exercises than can be found in language books.

### # 1 A language lab is  practical

Learning a new **language** just by studying the theory is not enough to guarantee a successful **language learning experience.** Language labs provide practice in an entertaining and interactive way to acquire the 4 main language skills: **listening, speaking, reading,** and **writing.** Students learn more comprehensively through a language lab, using more class time instead to achieve these three main objectives:

* **Self-learning:** The student progresses in a self-guided but structured and progressive training to achieve the goals and objective set by the school or educational body.
* **Complimentary:** Language labs allow students to reinforce material learned in class by putting them into practice through interactive activities.
* **Monitoring** and **Evaluation:** Teachers know the progress of each student and receive reports of strengths and weaknesses to better adapt the classroom activities.

### # 2 Students learn much faster in the language lab

**Practice** leads to language learning **success!** Language labs’ **interactive** courses help students learn much faster than in a **regular classroom** setting. The **methodology** of the classroom language network uses a progressive model to promote natural learning, where students learn the different concepts of language in an **intuitive** way. The **language lab boosts** the **motivation** of students achieving higher levels of language retention and progress.

### # 3 The teacher takes on a more important role in the language lab

There is a big fear in the **education** world that technology will **replace** the **role** of the **teacher** and the position will become obsolete entirely. The language lab **debunks** this **myth** because it provides **supplementary materials** that only **facilitate** the role of the instructor rather than compete with it. The teacher can then focus on the **important** parts of the course rather than waste time explaining everything. The structure of the language lab courses also facilitate the work teacher puts in when preparing lessons and allows them to prepare them in less time and with a greater volume of interactive resources. The course then collects the student information and provides **instantaneous reports** of the lesson’s progress against objectives; the teacher uses this information to **guide** the direction of the class.

### # 4 Use more resources and varied activities than in a traditional classroom

**Language labs** allow students to practice the language with a much wider **variety** of **activities** and **exercises** based on the computer. Learning occurs in a **structured** way, in a **real context** and visually **attractive** way that immerses the student in the language learning environment and **promotes** language use. The students can watch videos, practice their **pronunciation** through a speech recognizer, learn new vocabulary, and much more.

### # 5 Language labs allow for diversity in the classroom

[Language laboratories](https://www.dexway.com/language-labs/) provide teacher **attention** to students, **especially** in the case of schools with different levels because as **interactive** courses, language labs are **tailored** to the **individual needs** of students. On the other hand, thanks to **monitoring** and **evaluation** in real time, the teacher knows exactly what course objectives pose major difficulties for the student time and can reinforce the class accordingly.

### # 6 Labs foster communication in the classroom

Language labs also **encourage communication** student-teacher as well as student-student with activities and exercises essential to oral communication and the understanding of the language. The labs include tools for creating **groups,** host conversations via **chat,** promote messages on the **board,** access to a **community** of students who are also studying the same language, etc.

### # 7 Language labs are an intuitive tool for both the student and teacher

This method of learning does not **require professional technical** skills for use in the classroom, the teacher only needs basic computer skills and students will welcome the added technology they are already so adept with.

### # 8 language labs optimize computing resources

Both **universities** and **colleges** have classrooms with computers there for students to complete school works or study other subjects. There are also a number of faculty computer labs or office computers for administration also available. Language labs essentially recycle resources an **educational institute** already has and adapts it to the language course.

In short, language labs are a very **comprehensive** and **cost-effective** tool for [**educational institutions**](https://www.dexway.com/language-labs/) to **monetize** their language training and also offer students effective language learning via the latest technology and educational content. They are the perfect solution for designing a **structured academic curriculum** in accordance with the objectives of an educational center with an international vocation audience that seeks the **highest quality** in teaching.

JOURNALISM

Language of Journalism

The language of journalism is a fascinating field to analyze, because it offers a challenging outlook on its subtleties and power in each journalistic genre. This type of language helps understand how journalists create their stories or reports, shape points of view, deliver expected news and how media language is different from other languages we encounter. Investigating, interviewing and fact-checking activities are basic components of journalism, transmitted to media consumers, in order to inform, persuade, but also to reinforce public beliefs, using manipulating techniques.

Journalists can also use in their reports coded messages through their carefully selected words and sentences. Self-censorship in using words is often practised by journalists creating a provocative and uncomfortable situation for themselves. This involves expressing sentences differently in order to avoid threats against them and their writings. So, a comprehensive vocabulary will bring stories and broadcasts to life, enabling journalists to better describe the world around them. Using words correctly might provide a shade of meaning and understanding to the journalistic lexical level they aim to reach.

Whether the journalistic purpose is writing for newspapers, magazines or new media, all categories of publicists have the fundamental mission to learn and practise their language as specialists with all linguistic nuances required in their profession.

Writing a News Story

Writing news stories isn't particularly difficult. It does take practice and not everyone will be an expert but if you follow the guidelines below you should be able to create effective news items without too much stress.

#### The Five "W"s and the "H"

This is the crux of all news - you need to know five things:

Who?   What?   Where?   When?   Why?   How?

Any good news story provides answers to each of these questions. You must drill these into your brain and they must become second nature.

For example, if you wish to cover a story about a local sports team entering a competition you will need to answer these questions:

* Who is the team? Who is the coach? Who are the prominent players? Who are the supporters?
* What sport do they play? What is the competition?
* Where is the competition? Where is the team normally based?
* When is the competition? How long have they been preparing? Are there any other important time factors?
* Why are they entering this particular competition? If it's relevant, why does the team exist at all?
* How are they going to enter the competition? Do they need to fundraise? How much training and preparation is required? What will they need to do to win?

#### The Inverted Pyramid

This refers to the style of journalism which places the most important facts at the beginning and works "down" from there. Ideally, the first paragraph should contain enough information to give the reader a good overview of the entire story. The rest of the article explains and expands on the beginning.

A good approach is to assume that the story might be cut off at any point due to space limitations. Does the story work if the editor only decides to include the first two paragraphs? If not, re-arrange it so that it does.

The same principle can apply to any type of medium.

#### More Tips

* It's About People
News stories are all about how people are affected. In your sports story, you might spend some time focusing on one or more individuals, or on how the team morale is doing, or how the supporters are feeling.
* Have an Angle
Most stories can be presented using a particular angle or "slant". This is a standard technique and isn't necessarily bad - it can help make the purpose of the story clear and give it focus. Examples of angles you could use for your sports story:
"Team Tackles National Competition"
"Big Ask for First-Year Coach"
"Local Team in Need of Funds"
* Keep it Objective
You are completely impartial. If there is more than one side to the story, cover them all. Don't use "I" and "me" unless you are quoting someone. Speaking of quoting...
* Quote People
For example: "We're really excited about this competition," says coach Bob Dobalina, "It's the highest target we've ever set ourselves".
* Don't Get Flowery
Keep your sentences and paragraphs short. Don't use lots of heavily descriptive language. When you've finished, go through the entire story and try to remove any words which aren't completely necessary.

Writing Opinion Pieces

* Opinionated editorial essays are often the most fun, fast and furious pieces to get into print—especially for nonfamous writers with strong opinions and day jobs in other fields. That’s because editors of newspapers and online magazines like Slate, Salon, The Huffington Post and The Daily Beast want quick commentary on the ever-changing news cycle from experts who can illuminate different angles of stories as they unfold.
* So if you have an engaging, unusual point of view on a current public conundrum, along with a relevant platform (e.g., being a teacher, businessman, lawyer, doctor, parent or stamp collector) you don’t need clips or editorial experience on your résumé—just quick thinking and an understanding of the form of these articles. I once sent a hastily written kvetch about a Kmart opening in my Greenwich Village neighborhood to *The New York Times* at noon, had an acceptance by 2 p.m., was sent a copy by midnight and received a check within a week. Here are the essential elements of a successful and sellable op-ed.
* 1. BE TIMELY OR EARLY. I submitted my Kmart commentary the week the local branch opened, which, luckily, coincided with a front-page debate about superstores infiltrating Manhattan. Timeliness is essential with this genre, especially now that online news sites can update as often as they choose. The presidential election was hot for op-ed writers until Nov. 4; then, regular columnists took over the topic.
* Be sure to factor in lead times and how long it can take an editor to reply (especially if he doesn’t know you). If the Fourth of July is next week, your patriotic piece might already be too late. Retool it for Labor Day. Holidaysare reliable hooks because they happen every year, so you can plan ahead (or try again next year).
* 2. BE VERY OPINIONATED. Here’s the one time it’s helpful to be a hothead. Avoid being mild-mannered, tactful or diplomatic, as well as offering both sides of the story. An argument is much better than a discussion.
* 3. CONVEY A STRONG LINK TO YOUR SUBJECT. When you are an expert on a topic, it’s fine to emphasize your authority with the first-person voice, especially if your personal story resonates in a universal way. Just make sure you do have authority. Unless you have fought in the Iraq war, have lost a family member there or are from Iraq, your chances of selling a piece about it are slim.
* Become a Successful Freelance Writer
* Businesses offer some of the most rewarding, creative and lucrative opportunities available to freelancers today-and breaking in can be easier than you think. Freelance writing is a business like any other—to succeed, you need a mix of skill, hard work, perseverance, and perspective.
* This collection combines the popular tutorials of bestselling author and sought-after freelancer I.J. Schecter that can help push your freelance career forward!
* [Click to continue](https://www.writersdigestshop.com/become-a-successful-freelance-writer-with-i-j-schecter).
* 4. ADD UNKNOWN FACTS. When crafting your piece, keep asking yourself what’s new, fresh, unusual and timely. As an editor recently told my journalism class, “[They’re] called newspapers, not oldspapers.” Include specific or obscure facts, updated statistics and direct quotes to support your argument.
* 5. DON’T SHARE THE OBVIOUS SLANT. Even if you can pen a smart argument on a topical subject, nobody wants to print what everyone already knows. Rage, play devil’s advocate, argue the rarer point or elucidate as only you uniquely can.
* 6. KEEP IT SHORT AND SWEET. Most of the op-ed pieces my students have published over the years—in large publications such as The Wall Street Journal and The Washington Post as well as small ones like The Star Ledger—are between 350 and 700 words. Longer pieces tend to be penned by well-known scribes, senators and steady columnists—
not freelancers.
* 7. BE AWARE OF YOUR AUDIENCE. Here’s a sneaky way to learn about a publication’s politics, geographic preferences and tone—read it first! The Wall Street Journal, The Washington Times and Commentary Magazine are slanted to the right politically and probably won’t be running left-wing screeds by unknowns. The left-leaning Nation, Newsday and Slate aren’t likely to print a newcomer’s anti-blue-state rants. Beware of making too many New York or Los Angeles references in a piece aimed at The Detroit News or a website with national or international readers. Similarly, financial references and other such factors should depend on demographics.
* 8. DON’T BE AFRAID TO BE SYBIL. If you want to publish in lots of op-ed pages, develop multiple personalities, like the woman in the old Sally Field movie Sybil. Highlight different areas of expertise that show why you’re a good person to take on each subject. If you’re trashing the verdict of a public trial, identify yourself as a lawyer. To comment on parenting issues, mention that you have four children. If you want to interest the editor of Forward (a Jewish publication), The Irish Times or Audrey (an Asian lifestyle magazine), state your religion or ethnicity in the cover letter, the piece itself and your bio.
* I have many identities for my various voices. When I’m sharing my side of an education debate, “Susan Shapiro is a journalism professor at New York University, The New School and Cooper Union.” When I show off to women’s magazines about being a matchmaker, “Susan Shapiro has fixed up 13 marriages and was set up with both her husband and his runner up.” When I pitch The Jerusalem Post, I’m “a nice Jewish girl who often visits her 32 cousins in Tel Aviv.”
* 9. DON’T COMMENT ON ANOTHER COMMENTARY. Although it seems like an editor might want to print your contrary opinion to the essay she ran yesterday, she doesn’t. Editors are also reluctant to run pieces trashing another specific article in a newspaper or magazine. Furthermore, a rant wrapped solely around one movie, book, play or TV show is a review, not an op-ed. You’re better off depicting trends or commenting on a bunch of current movies, books, plays or TV shows in an overview or cultural commentary.
* 10. FOLLOW UP. Many op-ed editors say if they don’t get back to you within 48 hours, the answer is no. But maybe they never received your submission because of a fluke. To make sure your op-ed landed where it was directed, follow up politely within a week.

Writing Leads in Journalism

## How to Write a Lead

### Introduction

The lead, or opening paragraph, is the most important part of a news story. With so many sources of information – newspapers, magazines, TV, radio and the internet – audiences simply are not willing to read beyond the first paragraph (and even sentence) of a story unless it grabs their interest. A good lead does just that. It gives readers the most important information in a clear, concise and interesting manner. It also establishes the voice and direction of an article.

#### Tips for Writing a Lead

1. **The Five W’s and H:** Before writing a lead, decide which aspect of the story – who, what, when, where, why, how – is most important. You should emphasize those aspects in your lead. Wait to explain less important aspects until the second or third sentence.
2. **Conflict:** Good stories have conflict. So do many good leads.
3. **Specificity:** Though you are essentially summarizing information in most leads, try to be specific as possible. If your lead is too broad, it won’t be informative or interesting.
4. **Brevity:** Readers want to know why the story matters to them and they won’t wait long for the answer. Leads are often one sentence, sometimes two. Generally, they are 25 to 30 words and should rarely be more than 40. This is somewhat arbitrary, but it’s important – especially for young journalists – to learn how to deliver information concisely. See the OWL’s page on [concise writing](https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/index.html) for specific tips. The [Paramedic Method](https://owl.purdue.edu/owl/general_writing/academic_writing/paramedic_method.html) is also good for writing concisely.
5. **Active sentences:** Strong verbs will make your lead lively and interesting. Passive constructions, on the other hand, can sound dull and leave out important information, such as the person or thing that caused the action. Incomplete reporting is often a source of [passive leads](https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/index.html).
6. **Audience and context:** Take into account what your reader already knows. Remember that in today’s media culture, most readers become aware of breaking news as it happens. If you’re writing for a print publication the next day, your lead should do more than merely regurgitate yesterday’s news.
7. **Honesty:** A lead is an implicit promise to your readers. You must be able to deliver what you promise in your lead.

#### What to Avoid

1. **Flowery language:** Many beginning writers make the mistake of overusing adverbs and adjectives in their leads. Concentrate instead on using strong verbs and nouns.
2. **Unnecessary words or phrases:** Watch out for unintentional redundancy. For example, 2 p.m. Wednesday afternoon, or very unique. You can’t afford to waste space in a news story, especially in the lead. Avoid clutter and cut right to the heart of the story.
3. **Formulaic leads:** Because a lot of news writing is done on deadline, the temptation to write tired leads is strong. Resist it. Readers want information, but they also want to be entertained. Your lead must sound genuine, not merely mechanical.
4. **It:** Most editors frown on leads that begin with the word it because it is not precise and disorients the reader.

#### Types of Leads

**Summary lead:** This is perhaps the most traditional lead in news writing. It is often used for breaking news. A story about a city council vote might use this “just the facts” approach. Straight news leads tend to provide answers to the most important three or four of the Five W’s and H. Historically this type of lead has been used to convey who, what, when and where. But in today’s fast-paced media atmosphere, a straightforward recitation of who, what, when and where can sound stale by the time a newspaper hits the stands. Some newspapers are adjusting to this reality by posting breaking news online as it happens and filling the print edition with more evaluative and analytical stories focused on why and how. Leads should reflect this.

**Anecdotal lead:** Sometimes, beginning a story with a quick anecdote can draw in readers. The anecdote must be interesting and must closely illustrate the article’s broader point. If you use this approach, specificity and concrete detail are essential and the broader significance of the anecdote should be explained within the first few sentences following the lead.

**Other types of leads:** A large number of other approaches exist, and writers should not feel boxed in by formulas. That said, beginning writers can abuse certain kinds of leads. These include leads that begin with a question or direct quotation and those that make a direct appeal using the word you. While such leads might be appropriate in some circumstances, use them sparsely and cautiously.

**Writing HEADLINES IN Journalism**

Headlines are lifelines to our readers. They grab attention, build trust and help time-pressed consumers focus on the stories they care most about. Here are nine ways to write engaging, accurate headlines for any platform.

**Be specific, not vague.** Draw readers in because your headline is compelling. Don’t waste readers’ time by asking them to keep reading to see what the story is really about. And if your five to 10 words give away too much of the story, it’s not much of a story anyway. On a related note: It’s great to invoke curiosity, but don’t mislead or overpromise. Accuracy and credibility count every time, with every story.

**Start simple.** You’ve read the story, but the blank headline field keeps staring back at you. Think: subject, verb. Who, what. Then build on it. This may sound basic, but it even helps veteran headline writers.

**Explore the 5 W’s and 1 H.** Ask yourself: Who, what, when, where, why, how. What are the primary questions addressed by story? Focus on those elements in your headline. Is it a profile of a person? That’s a “who” story. Breaking news? Probably a “what” story.

**Go beyond puns.** Write headlines for your readers, not to show you’re clever. For wordplay to work, it needs to communicate the story’s point and tone, and it should work on both the literal and figurative levels.

**Take the mental picture.** What picture comes to mind as you read the story? Use that in your headline.

**Change your perspective.** Tune in to your targeted audience. For example, instead of writing the headline from an agency’s perspective (Officials approve later high school starting times), write it from the affected person’s perspective (Students applaud later high school starting times).

**Get emotional.** Is there anger? Love? Frustration? Desperation? Appreciation? Respect? Elation? Shame? Embarrassment? People respond to emotion.

**Use strong words.** Identify words and phrases that best describe your topic. Look for single words that do the work of two, or a two- or three-word phrase that does the work of five or six words.

**Value the verb.** A fresh verb can really make a headline. An aside regarding search engine optimization: Nouns overshadow verbs as popular search keywords, but verbs can power a headline’s click-through rate by making the headline more interesting.

**ENGLISH FOR COMPETITIVE EXAMINATIONS**

**Expansion of Proverbs**

### 1. A bad workman always blames his tools.

This proverb is used when someone blames the quality of their equipment or other external factors when they perform a task poorly.

**Example**: X: The turkey isn’t cooked well because the oven is not functioning well. Y: Well, it’s the case of a bad workman blaming his tools.

### 2. A bird in hand is worth two in the bush.

Things we already have are more valuable than what we hope to get.

**Example**: X: Why did you turn down that job offer when you don’t have anything concrete in hand at the moment? Y: Well, I’m confident I’ll land one of the two jobs I interviewed for last week. And they’re better than this one. X: In my opinion, you should’ve taken it. A bird in hand is worth two in the bush.

### 3. Absence makes the heart grow fonder.

When people we love are not with us, we love them even more.

**Example**: When I was with her she always fought with me but now she cries for me on phone. I think distance made her heart grow fonder.

### 4. A cat has nine lives.

Cat can survive seemingly fatal events.

**Example**: I haven’t seen him for several weeks, but I wouldn’t really worry about him. Everyone knows a cat has nine lives.

### 5. A chain is only as strong as its weakest link.

One weak part will render the whole weak.

**Example**: No matter how confident the team is, it is as strong as its weakest link – its defence.

### 6. Actions speak louder than words.

Actions are a better reflection of one’s character because it’s easy to say things, but difficult to act on them and follow through.

**Example**: Julie always says she’ll donate to the school, and she never does, so I doubt she will this year. Actions speak louder than words, after all.

### 7. A drowning man will clutch at a straw.

When someone is in a difficult situation, s/he will take any available opportunity to improve it.

**Example**: After trying all reliable medicines, he is now visiting quacks to get a cure for his baldness. A drowning man will clutch at a straw.

### 8. Adversity and loss make a man wise.

We gain wisdom faster in difficult times than in prosperous times.

**Example**: After losing money in my investments, I know which investments to avoid. It is rightly said adversity and loss make a man wise.

### 9. A fool and his money are soon parted.

Foolish people do not know how to hold on to their money.

**Example**: She gave up her entire estate on the basis of a verbal promise. A fool and his money are indeed easily parted.

### 10. A journey of thousand miles begins with a single step.

Howsoever big a task is, it starts with a small step.

**Example**: I’m feeling overwhelmed by the prospect of completing 4,000-word paper by next week, but I guess I’ll start by writing 500 words every day. After all, a journey of a thousand miles begins with a single step.

### 11. A leopard can’t/ doesn’t change its spots.

A person can’t change its innate character, especially bad.

**Example**: X: Do you think he’ll stop copying after being caught and penalized? Y: I don’t think so. A leopard can’t change its spots.

### 12. All good things come to an end.

Good experiences eventually come to an end.

**Example**: I was so sad to graduate from college and separate from my friends, but I’ve to realize that all good things come to an end.

### 13. All’s well that ends well.

As long as the outcome is good, problems on the way don’t matter.

**Example**: I’m glad you finally got here, even though your car had a flat tire on the way. Oh well, all’s well that ends well.

### 14. All that glitters is not gold.

Things that look good outwardly may not be as valuable or good.

**Example**: X: I want to be a movie star when I grow up. Y: Film industry looks good from the distance, but it has its own problems. Remember, all that glitters is not gold.

### 15. All’s fair in love and war.

One can break the rules of fair play under extenuating circumstances.

**Example**: X: How can you pitch my idea to the boss to look good? Y: Come on, all is fair in love and war.

### 16. Always put your best foot forward.

Try as hard as you can or give your best.

**Example**: You need to put your best foot forward in the interview if you want to land that job.

### 17. Among the blind the one-eyed man is king.

An incapable person can gain powerful position if others in the fray are even more incapable.

**Example**: Despite his obvious lack of exposure and skills, he became head of the department because he is one-eyed among the blind.

### 18. An apple a day keeps the doctor away.

Eating an apple a day will keep you healthy.

**Example**: Switch from chips to apples for your snack. An apple a day keeps the doctor away.

### 19. An empty vessel makes much noise.

Foolish or stupid people are the most talkative.

**Example**: The spokesperson of the ruling political party yesterday was shouting at the top of his voice on a TV debate, trying to defend the indefensible. Empty vessel makes much noise.

### 20. An idle brain is the devil’s workshop.

If you’ve nothing to do, you’ll likely think of mischief.

**Example**: The kids should be kept busy during the summer break. Otherwise, you know an idle brain is devil’s workshop.

### 21. An ounce of protection is worth a pound of cure.

A little precaution before a crisis hits is better than lot of firefighting afterwards.

**Example**: Get the vaccination on priority. An ounce of protection is worth a pound of cure.

### 22. A picture is worth a thousand words.

It is easier to show or explain something through a picture than through words.

**Example**: A picture is worth a thousand words. It is easier to learn biology through pictures than through reams of text.

### 23. Appearances can be deceptive.

Outward appearance may not be what you believe them to be.

**Example**: X: He was well-mannered, suave, and good to talk to, but he turned out to be a cheater. Y: Well, appearances can be deceptive.

### 24. A rolling stone gathers no moss.

A person who is always changing jobs and places has the advantage of less responsibilities, but also the disadvantage of no fixed place to live.

**Example**: He was a bit of rolling stone before he got the job and settled down.

### 25. A ship in the harbor is safe, but that is not what a ship is for.

Get out of your comfort zone to grow and fulfill your potential.

**Writing Essays**

**INTERNET**

We live in the[age of the internet.](https://www.toppr.com/guides/computer-aptitude-and-knowledge/networking/internet-and-world-wide-web/) Also, it has become an important part of our life that we can’t live without it. Besides, the internet is an invention of high-end science and [modern technology](https://www.toppr.com/bytes/modern-technology/). Apart from that, we are connected to internet 24×7. Also, we can send big and small messages and information faster than ever. In this essay on the Internet, we are going to discuss various things related to the internet.

Reach of Internet

It is very difficult to estimate the area that the internet cover. Also, every second million people remain connected to it with any problem or issue. Apart from that, just like all the things the internet also has some good and bad effect on the life of people. So the first thing which we have to do is learn about the good and bad effect of the internet.

Good effects of the internet mean all those things that the internet make possible. Also, these things make our life easier and safer.

Bad effects of the internet mean all those things that we can no longer do because of the internet. Also, these things cause trouble for oneself and others too.

You can access in any corner of the world. Also, it is very easy to use and manage. In today’s world, we cannot imagine our life without it.

Uses Of Internet

From the time it first came into existence until now the internet has completed a long journey. Also, during this journey, the internet has adopted many things and became more user-friendly and interactive. Besides, every big and small things are available on internet and article or material that you require can be obtainable from internet.

Tim Berners-Lee can be called one of the main father of internet as he invented/discovered the [WWW (World Wide Web)](https://www.toppr.com/guides/computer-aptitude-and-knowledge/networking/internet-and-world-wide-web/) which is used on every website. Also, there are millions of pages and website on the internet that it will take you years to go through all of them.

The Internet can be used to do different things like you can learn, teach, research, write, share, receive, [e-mail](https://www.toppr.com/guides/business-communication-and-ethics/e-correspondence/advantages-and-disadvantages-of-email/), explore, and surf the internet.

Convenience Due To Internet

Because of internet, our lives have become more convenient as compared to the times when we don’t have internet. Earlier, we have to stand in queues to send mails (letters), for withdrawing or depositing money, to book tickets, etc. but after the dawn of the internet, all these things become quite easy. Also, we do not have to waste our precious time standing in queues.

Also, the internet has contributed a lot to the environment as much of the offices (government and private), school and colleges have become digital that saves countless paper.

Although, there is no doubt that the internet had made our life easier and convenient but we can’t leave the fact that it has caused many bigger problems in the past. And with the speed, we are becoming addict to it a day in will come when it will become our basic necessity.

**CORONA VIRUS**

The coronavirus family causes illnesses ranging from the common cold to more severe diseases such as severe acute respiratory syndrome (SARS) and Middle East respiratory syndrome (MERS), according to the WHO.

They circulate in animals and some can be transmitted between animals and humans. Several coronaviruses are circulating in animals that have not yet infected humans.

The new coronavirus, the seventh known to affect humans, has been named COVID-19.

Common signs of infection include fever, coughing and breathing difficulties. In severe cases, it can cause pneumonia, multiple organ failure and death.

The incubation period of COVID-19 is thought to be between one and 14 days. It is contagious before symptoms appear, which is why so many people get infected.

Infected patients can be also asymptomatic, meaning they do not display any symptoms despite having the virus in their systems.

China alerted the WHO to cases of unusual pneumonia in Wuhan on December 31.

COVID-19 is thought to have originated in a seafood market where wildlife was sold illegally.

On February 7, Chinese researchers said the virus could have spread from an infected animal to humans through illegally trafficked pangolins, prized in Asia for food and medicine.

Scientists have pointed to either bats or snakes as possible sources.

The WHO [declared the virus a pandemic](https://www.aljazeera.com/news/2020/03/pandemic-declares-coronavirus-major-global-threat-200311170432758.html) on March 11 and said it was "deeply concerned by the alarming levels of spread and severity" of the outbreak.

The WHO recommends basic hygiene such as regularly washing hands with soap and water, and covering your mouth with your elbow when sneezing or coughing.

Maintain "[social distancing](https://www.aljazeera.com/news/2020/03/coronavirus-emergency-kit-preparation-symptoms-tips-200314103304717.html)" - keeping at least 1.8 metres (six feet) between yourself and others - particularly if they are coughing and sneezing, and avoid touching your face, eyes and mouth with unwashed hands.

Avoid unnecessary, unprotected contact with animals and be sure to thoroughly wash hands after contact.