

©Maulana Azad National Urdu University, Hyderabad
Course-UG English

Edition: 2021

Publisher : Registrar, Maulana Azad National Urdu University, Hyderabad
Publication : 2021
Copies : 1000
Price : Rs. 230
Composing : Dr Shah Alam and Dr Mudasir Ahmad Gori
Designing : Dr Mudasir Ahmad Gori and Dr Shah Alam
Printer : M/s Print Time and Business Enterprises

Integrated Skills in English-II

For UG 4th Semester

On behalf of the Registrar, Published by:

Directorate of Distance Education

Maulana Azad National Urdu University

Gachibowli, Hyderabad-500032 (TS), India

Director: dir.dde@manuu.edu.in Publication: ddepublication@manuu.edu.in

Phone number: 040-23008314 Website: www.manuu.edu.in

UNIT 15: *IF I WERE YOU*

STRUCTURE

15.0 Introductions

15.1 Objectives

15.2 About the Author

15.2.0 Paraphrase of play

15.2.1 Summary

15.2.2 Theme of the play

15.2.3 Character of Gerrard

15.2.4 Character of Intruder

15.3 Learning outcomes

15.4 Glossary

15.5 Sample Questions

15.6 Suggestive Readings

15.0 INTRODUCTION

The play **If I were You** is revolving around a playwright namely Gerrard. The play is melodramatic situation whereby Gerrard escapes death threat by an intruder. The intruder who desires to snatch Gerard's identification and stay his lifestyles peacefully. Gerrard tricks the intruder and jailed him in cabinet and finally hands him over to the police for further process.

15.1 Objectives

After the completion of this chapter, we can be able to understand

- .Understand genre drama
- . Understand characters of the play
- .Understand theme of the play
- .Understanding about message of play

15.2 About the author

Douglas James Jardine (thirteen Oct 1888 – eleven Dec 1946) was born in Bray .He had written often for TV, most significantly he is known as the author of The Riordans, RTE's long-strolling serial inside the Nineteen Seventies. He authored a of number of drama including The Savages, The Ice Goddess and North traffic instantly in advance, an ironic drama of ruined urban lives.

He was more famous for his administrative works besides writing the books that encompass Memorandum on indirect rule and the system of management of the natives of North Borneo 1935, the famous play If I have been You and The manual of Cyprus 1913 and 1919, The Mad Mullah of Somaliland 1923

In his profession he holds the posts of Governor of North Borneo and Leeward Islands.

15.2.0 PARAPHRASE OF THE PLAY

SCENE:

The play began in a small cottage. The room possesan entry on the right side with a curtain hanging on it. There is another entrance on left side of the room that's in use. The room has least furniture- a small desk to the left, a chair or two and a small bed at the right facet of the room. On the table, a phone is kept. As the curtain is rolled up, Gerrard is discovered standing close to the table, on a phone call. He is of medium stature and is wearing glasses which are horn- rimmed. He's dressed in a coat. His voice shows that he's cultured and knowledgeable.

Gerrard is speaking on the phone. He says that the particular person needs to call him up without deferment. Promising to reach in 10 minutes, he puts down the receiver after bidding good bye. Then as he is going towards the divan and starts packing the stuff in a journeying bag. While he is busy packing, another guy who is much like Gerrard enters the room silently from the right side.

The intruder was holding a gun in right hand besides wearing a brilliant colored dress- an overcoat and a fleecy hat. He strides against the desk and Gerrard looks back at the sound. Gerrard replied politely to the stranger and says that he's shocked to face him.

The intruder replies that he is happy to locate Gerrard pleased to see him. He states that Gerrard would not continue to be happy state of mind whilst he comes to recognize of his intentions. The intruder demands Gerrard to raise his paws (hands) up.

Gerrard consider the intruder's behavior as fake and synthetic.

The intruder replies that the later is on way of being composed and (He is short of words to complete the sentence)

Gerrard adds that he wishes to say that he is trying to be calm and nonchalant this is, not to show tension or enthusiasm.

After complementing Gerrard for completion of the sentence the intruder says that soon Gerrard'll keep off pretension of alertness. He states that he'll torture Gerrard and make him prostrate on ground.

Gerrard pleas that the intruder can ask him anything but prior to that he desired to be allowed to sit simply in comfort.

The intruder ordered Gerrard to take a seat near the chair and seats himself on the divan. He wants to have a discussion about personal life of Gerrard.

Gerrard says that after all the drama, he has someone who is having true feelings for him and wants to reveal every aspect about his past while being at ease. He adds that he would tell him about his lifestyles, how as a toddler he was taken away by nomads and why at the age of thirty-two years he is still residing all alone at this small cottage in Essex. By means of announcing this, he advanced an air of suspense round him.

The intruder was not the one to be fooled by these intriguing words. He only was there to talk about the answers to his set of questions and did not pay any heed to what Gerrard had to say all about his version. He questioned if Gerrard lived there on his own. (Alone)

Gerrard says that the way in which the intruder spoke, made him experience that he was telling him that he lived on his own as opposed to asking him if he did stay by himself. He stated that the intruder's manners were no longer acquainted to mean that he desired to know about Gerrard, s life.

The intruder refurnished his queries with stress and requested Gerrard whether he lived in the house on his own or alone by himself.

Gerrard replied what he might do if Gerrard did no longer answer back his question.

The intruder replied in anger to Gerrard that he should obey his orders calmly otherwise he has to face harm.

Gerrard then spoke with intelligence an asked the intruder about his version with regard to the issue and accosted him as "Mr – er -" to signify that he wishes to know what his name was.

The intruder answered that he did not need to reveal about his own life and his name however he asked Gerrard what his Christian name was.

Gerrard replied back that Vincent Charles was his Christian name.

The intruder's next question was that whether Gerrardposses a vehicle.

Gerrard replied negatively.

The intruder stated that Gerrard was telling a lie. He stated that he is not foolish. He being smarter than Gerrard knew about Gerard's possession of car. He warned Gerrard now not to befool him.

Gerrard next asked the intruder whether the intruder was in reality an American or was he just imitating American jargon.

The intruder felt agitated and stated that his gun was real and not for playing. He may do harm to Gerrard and nevertheless would be able to get a respond to his queries.

Gerrard showed the signs of agitation and said that he could be happy to answer the questions of the intruder. He acclaimed that he possesses a vehicle and said that it is residing inside the garage.

Then the intruder asked whether Gerard's cottage was visited by many humans.

Gerrard replied that he seldom had any visitors. He stated that only a number of people took the pains of travelling him that includes the milkman, green grocer and the baker.

The intruder said that he had heard that Gerrard did not mix up with traders.

Gerrard commented that the intruder had investigated a lot to gain facts about him.

He stated that as the intruder knew a lot about him, he have to reveal some whereabouts about himself too. He added that the intruder had been introvert about his identity and had not talked much about him.

The intruder stated that he only have to talk about Gerrard. In case Gerrard notions himself to be clever, he was much clever in that case. He had mind and used it to get things done according to his choice.

Gerrard commented that the man had forced himself into his small cottage which is not Herculean task and it is not in aid any sort of cleverness.

The intruder replied back that the intention for his coming into Gerard's cottage can perplex Gerrard.

Gerrard answered that on the grounds of the intruder's dealings; he knew that his wishes for entering his room could be stunning. Then Gerrard inquired about the crime that the intruder was special in.

The intruder replied back that he has singularity of being master of jewel robbing. He delivered that Gerrard's vehicle might be a present for him as it turned to be very elegant.

Gerrard commented that in Essex, jewels were rare. He wanted to hint at the fact intruder is wasting his time.

The intruder replied that just as jewels, law enforcement officials had been additionally scarce in Essex and so, he wish to live peacefully there.

Gerrard asked the intruder whether the intruder is intending to stay with him despite the fact that he is not invited for the same.

The intruder responded that he didn't consider it essential as Gerrard is not going to stay there for long.

Gerrard requested intruder what he actually means by referring to that.

The intruder replied that the shock for him is that intruder is going to make an end to the life of Gerrard.

Gerrard stated that the man's words are harsh.

The intruder replied back in ironic tone that he would feel sorry of killing Gerrard because he had developed a kind of love and affection for him.

Gerrard stated that killing someone changed into a critical crime and recommended the intruder no longer to achieve this.

I'm already wanted for felony, and law would not prosecute me two times.

Gerrard replied that the intruder's plan is to kill him without any motive. He agreed to the fact that the intruder may not lose anything but asked him about the benefits of killing him. He desired to know the reason of his being killed.

The intruder replied that with death of Gerrard, he would attain liberty. As he had committed felony already, he is chased by police like a mouse. On stealing Gerard's identification as Vincent Charles Gerrard, he be free to enjoy life. He ought to go to locations, devour and sleep without worrying regarding police.

Gerrard commented that in many of the stage performs the villains were presented to be a foolish in character. He would defer killing and in the end got annoyed because of delaying. Then these villains might get involved in some foolish action and get trapped in the web of events. However the intruder is much better than these types.

The intruder replied that he is different than others because he is doing all this for a purpose. His intention is to take on the feign identity of Vincent Charles Gerrard. He mimics Gerard's style of speaking which he had imitated when he had overheard Gerrard speaking at the phone. Then he mimics in Gerrard, s voice and asked how his ability of imitation was.

Gerrard commented that the latter's acting was not very up to the mark.

The intruder replied back that it wasn't so because of Gerrard's alteration in behavior is such. He mentioned that he only needs to have a glasses and he would be same as like Gerrard.

Gerard asked the intruder what the later would do in regard of cloths as his sense of dressing was not like Gerrard and will put him in hassle.

The intruder responded that this was no longer any issue for him as he would put on Gerrard's clothes. They might suit him well.

Gerrard stated that the intruder was not able to comprehend his point whilst he said that the intruder was luckier than other melodramatic villains. He delivered that he was not praising the intruder's intelligence however he wanted to say that the intruder would now not kill him until he had a major cause to achieve by this.

The intruder responded that was only what Gerard thinks.

Gerrard responded that the intruder was not going to kill him. He praises God that the

intruder has spared him till that point of time.

The intruder ordered Gerrard to be quick in revealing his real intentions. He was getting bored by way of the prolonged communiqué.

Gerrard explained that his plan was to get away from police with the aid of killing Gerrard and taking on his identity.

The intruder affirmed his plan.

Gerrard asked the intruder was he sure that this plan might assist him get unhurt from the police.

The intruder stated that he had deliberated everything. He was having a job in the city. Something went wrong there and he killed a policeman. In view it, from that day he was on run to save his life.

Gerrard said that the intruder had rushed into his cottage even as hiding from the police.

The intruder stated that whilst he was on a run, he reached a city namely Aylesbury. There he for the first time saw Gerrard and eavesdrop two guys discussing about him.

Their communication revealed that Gerrard lived a life of queerness and mystery.

Gerrard said that he may be provided an opportunity to explain the mystery that surrounded him.

The intruder evaded Gerrard's request and didn't respond. He stated that Gerrard orders things over the phone would depart and come back mysteriously. He also desired to do such things. Knowing about Gerrard turned into the luckiest event for him.

Gerrard commented that the intruder was foolish enough to understand the point why he was surrounded by this queer mystery.

The intruder starts to prepare for shooting at Gerrard as he was getting impulsive by using of the words.

Gerrard give warning to the intruder and warned him not to be foolish in his act. If he killed him at that point, he still could be hanged to death. He delivered that although he steals of Gerrard's identity, he could still be inviting his death.

The intruder got curious upon listening to this.

Gerrard stated that it was the surprise for the intruder. The motive at the back of Gerrard being a secretive guy, his not being visited often and his style as seems suitable for the intruder became that he was also a wrong man. He was not sincere man like a school trainer. His recreation got over while he accidentally kills a person with a weapon. After that, certainly one of his partners was arrested by police. The police have evidence

enough against Gerrard from the person who was caught by them. That very night, Gerrard was having doubts that the police may come to his residence to arrest him and so, he had packed his bag and was getting ready to get away.

The intruder feels clueless to all this. He agreed to the fact that Gerrard had a bag however why was he was wearing synthetic stuff like pseudo moustaches, wigs and props was yet unexplained.

Gerrard replied back that he was carrying props so that he could hide his look so as to hide himself. He was hoping that the intruder could agree with him.

The intruder remained still doubtful of Gerrard's expressions.

Gerrard requested the intruder to agree with his proposal and accompany him in his automobile. He brought that the intruder ought to help him get away and if he felt that Gerrard's words have been fake, he ought to kill him with his gun.

The intruder doubtlessly agrees to the words of Gerrard.

Gerrard was in a hurry. He picked up his hat and bag.

The intruder warned Gerrard for being observed as for as his moves are concerned.

Gerrard stated that considered one of his accomplices were located on the street to warn him if he noticed the police. Simply then the cell phone bell rang and Gerrard stated that it turned into time to depart. He gives direction to the intruder to pass out through a door. The intruder doubted Gerrard's words.

Gerrard warned intruder that the intruder must be wise in taking Gerrard serious.

He requested him to look for himself. He opened the door and stepped to a facet in order that the intruder should see out of doors. The intruder leaned ahead with the gun nonetheless pointed in the direction of Gerrard. As he turned back to look, Gerrard pushed him from behind into the cabinet and the gun falls from the intruder's hand. (The door was of cabinet door). As Gerrard pushed the intruder into the cabinet, he shut the door and locked it. He picked up the revolver and walked in the direction of the telephone, the gun pointed in the direction of the cupboard, in case the intruder attempted to break out. The intruder was banging on the door of the cabinet and shouted to be released.

Gerrard answered the telephone and stated that he could now not be able to deliver the props in time for the rehearsal of the play due to the fact he have been afflicted through a person. He delivered that he might add this incident to his subsequent play.

This indicates that Gerrard was a playwright. He asked the man or woman to send the sergeant to his house. He delivered that possibly the sergeant might be discovered inside

the public bar.

15.2.1 Summary

If I were you

Gerrard was a playwright. He needed to go away from his residence to supply props for a rehearsal. Just at that time, an outsider entered his home. He was having a gun. His intention was to do away with Gerard's life and stay on with his pseudo identity. The intruder had committed a felony and was wanted by police. So, he thought of taking away Gerrard's identity so that he ought to live a peaceful life. He wanted to collect all whereabouts about Gerrard before killing him so that he may want to copy him well. Gerrard said that he is wanted in crime as well and that if the intruder takes on his identity, still he could be taken away by the police. He had murdered someone and the police had proof against him. He similarly delivered that he turned into wearing fake moustaches and different props in order that he could disguise himself and hide from the police. He had fears that the police could visit him that night. He had placed a peer of his on the street to warn him of risk. Gerrard befooled the intruder and suggested him that he may kill him if he feels Gerrard was telling a lie. At this very time the telephone rang, Gerrard stated that it was right time to leave. While the intruder did not believe all this as truth from Gerrard, he said to intruder to peep out of the door and look out for the police himself. In fact, the door was that of a cupboard. As the intruder bent his head, Gerrard pushed him into the cupboard and locked it from behind. Then he sent for the sergeant so that he can hand over the intruder to the police.

If I were you is the tale of Gerrard a refined playwright. He has some kind of mystery surrounding him. He is asocial, lives in a solitary cottage inside the wilds of Essex, sends and receives his tasks at the telephone and avoids meeting tradesmen. The play opens with Gerrard answering a phone name that is from a patron to whom he guarantees to deliver the props for practice session. He is busy packing for travel in this connection when a flashily dressed Intruder, having an overcoat and a fleecy hat and in possession of revolver in his hand as enters the room. However, earlier than he can take Gerrard by way of marvel, the Intruder bumps by accident in opposition to a desk,

and signals Gerrard of his presence. By no means shocked, Gerrard tries to reason out whom the Intruder is when the latter threatens him with evil results if his queries are not properly answered to. The Intruder pronounces that he isn't always there to tell him approximately himself but to study greater deal about Gerrard.

The Intruder, who seems somewhat like Gerrard, intends to kill Gerrard and thereafter thieves his identification. He is a thief with specialization in the robbery of jewels and intends to use Gerard's house and automobile for his schemes. With the aid of assuming his identification, he can do evasion from the police and lead a peaceful life. The Intruder surprised Gerrard by revealing to him that he has keenly watched his (Gerrard's) way of speech and has taken care to adopt a resemblance to him in appearance too. He needs to trade his identity due to the fact the cops are looking for him for having killed one of their colleagues. He also reveals to Gerrard how he has come to have knowledge about him, and his habit of keeping far off, by means of eavesdropping a communication between two persons.

However it is the clever Gerrard who has the ultimate pleasure whilst he fools the Intruder into believing that he, too, is escaping from the law and is about to flee. He reveals to the Intruder that sadly one of his peers has been caught by police.

He's afraid of facing a problem that night. This is why he is ready to make his escape. He has a cover outfit equipped; pseudo moustaches and other props to hide his identity. He reveals that he has kept a peer of him on the street to call him the moment he visualizes the police.

The Intruder appears to be taken in as the phone bell rings; Gerrard tells the Intruder that it might be the phone from the Informer who was kept for this purpose.

He absolutely befools the Intruder through making him take a look at for himself if the whole thing is secure outdoor before they break out. He makes him peep right into a darkish cabinet giving the influence that it ends in the garage. The instant the Intruder peeps in, Gerrard pushes him into the cabinet, knocking the revolver out of his hand. Whilst the Intruder keeps beating on the door and shouting, "allow me out of right here!", Gerrard receives down to enterprise. Very coolly he answers a phone name, apologizing that he wouldn't be able to deliver degree props in time for rehearsal. On the identical time he requests the caller to send the sergeant to his location. All this time Gerrard guards the cabinet with the Intruder's revolver pointing towards it.

Gerrard is so inspired via this incident that he comes to a decision to apply it as the plot for his subsequent play.

If I were You Title

If I Were You is a totally suitable title. It refers to the wish of Intruder who desires to take on Gerard's identity to escape the regulation. His idea of eluding the police with the aid of dwelling on a borrowed identification remains unfulfilled as he's trapped by Gerrard and outwitted earlier than he can cease Gerrard's existence expect his identity. His will of personating Gerrard comes to a halt, whilst Gerrard turns the tables round on him and puts him locked in the room. The word "If" in If I were You stays just that – mere assumption.

If I had been You setting

The location of the play is a small room in the remote cottage of a writer, Vincent Charles Gerrard, living in the wilds of Essex. The cottage is isolated and quite suitable as a writing retreat for a playwright who's something of a thriller man as he isn't very social and in no way meets the tradesmen. It's also quite appropriate as a hideout for a criminal at the run.

15.2.2 Theme of the play If I Were You

The subject of the play stresses on the need of keeping one's mind alert and a soft head in scenes of distress. Panic complicates situation however cool temperament can help one evade from any harsh situation with no trouble. Criminals, who mastermind most properly concept out crimes, also can be outwitted because they're frightened of the law and of arrest. consequently, tactful making plans and dealing with of a state of affairs can entice even 'experienced' criminals

.

Message

the play gives us the message that over-confidence of any type can result in hellish situations. We should never take our opposite too lightly. The Intruder makes the extreme error of wondering that Gerrard isn't any suit for him. Therefore, he takes it easy. The play also gives a message that coolness in situations of terror helps us to overcome it. Gerrard keeps his cool and turns the state of affairs to his gain and cleverly befools the Intruder and locks him up within the cabinet before calling the police.

If I Were You Humour

Even though the play is dealing with a horrible situations and a playwright was threatened by a trespasser, there is a stream of humour that runs through outthe action. The humour is neither harsh nor artificial. it is pure and artistic. Gerrard's cool- headedness and presence of mind make him come out with such witty and sarcastic comments that annoy the Intruder and amuse the audience. While the Intruder asks him to talk about himself, in place of feeling stress, he says he is joyous to have a sympathetic receptor. While the Intruder reveals he intentions to living in his cottage, Gerrard, rather than being stammered, says, "You haven't been invited". Commenting about the Intruder's outwardGerrard remarks, "You are not specifically decorative". Such humour runs at some point of the play and making it now not only a gripping drama but also an interesting one

15.2.3: character of Gerrard

Gerrard, the main character of the play **If I Were You** is seen as a man of multitude values. He is talented with a pointy wit, wise thinking, and a experience of humour. All these features, mixed together with his capacity to preserve a cool head enable him to address even a life threatening scenario very efficaciously and easily.

Gerrard is related to the theatre. He's a playwright who additionally acts and affords props for performs. He is asocial, lives in a solitary cottage in the wilds of Essex, and attains his

orders at the phone and seldom meets the tradesmen. This is probably due to the fact he likes his solitude at the same time as his writing.

A cultured and an elegant man, Gerrard continues his cool even inside the toughest conditions. The scene of a trespasser in his room doesn't confuse him and he takes him on very much with politeness and cheerfully. His feel of humour irritates the Intruder normally. He calls the whole scene docudrama and calls himself a sympathetic victim.

Even if he's face to face with an existence-fearing scene, he keeps his mind cool and lays bait for the Intruder. He dealt with the whole situation with his opponent very wisely. He makes the Intruder believe that he, too, is a crook at the run, and they could both escape out together.

The whole act comes so naturally and spontaneously to him that the Intruder walks into his trick without any suspension. Gerrard's intelligence no longer handiest outwits the Intruder and saves his own life, but additionally facilitates the police in nabbing a desired crook. In reality, Gerrard, besides with his composed manner and nature serves as a complete opposite to villainous Intruder who is anxious and ruffled.

15.2.4: Character of Intruder

Intruder

the Intruder is a crook at the run. His "trademark" is jewel theft. The police are on the lookout for him. So, he's searching out a secure place to cover. The devilish scoundrel makes a devilish plan to ward off the police. Bloodless blooded, as he is, he has injected a tricky plan to reap off his goal. He schemed to do away with Gerrard and take on his identification. He is smart enough and has chosen right person namely Gerrard, as he realizes he is a master of a mystery man – a reclusive – and that they're too similar in appearances and in looks. He makes a decision to use these records to his benefit.

The Intruder is a crook who has been eluding the police ever due to the fact that he killed a cop. He has no feelings of regret for the crime he has done. In truth, he is similarly sinking in the mire of criminal sports by means of killing Gerrard and stealing his identification.

The Intruder is a bungler. This might be because he is anxious and ruffled. He enters Gerrard's room without making noise, but accidentally strikes with a desk. This signals Gerrard to his presence. He, for that reason, is not capable of take him by means of surprise. In the long run, too, he goes to check out what's in reality a cupboard; however which Gerrard preaches to be the garage and is baited for jail. The Intruder copies the Yankee manner of speaking. "Raise those paws up!" An shocked Gerrard asks him "Are you American, or is that simply a clever imitation?" This shows he both reads Crime novels and watches thrilling American films.

15.4: Glossary

Intruder: a person who intrudes, mainly into a constructing with. criminal rationale

Paws: right here, hands

Melodramatic: immoderate feelings than are required for the state of affairs

Inflection: a trade within the modulation of voice

Dandy: fashionable, fashionables

gratuitous double: finished without reason

to beat it: to go away straight away

Posh: rich, showy

Pantomime: to mime or reproduction someone

Tribute: to show gratitude, appreciate or admiration for someone or some thing

stay clear of: to avoid someone, right here, the police

Queer: bizarre

Invested in: taken up, followed

Cloak: cape, robe

disguise: supply a special appearance as a way to hide one's identity

Muddled head: pressured thoughts

frame: false

Props: matters utilized by actors to trade look

Spot of hassle: something that reasons inconvenience or problem

Nonchalant: not showing anxiety, hobby or enthusiasm

Gypsies: nomads

embody: receive

15.5: Sample Questions

A: Multiple Choice Questions

1: the writer of the play If I Were You is

A: R. Frost B: W. Wordsworth

C: Douglas James D: M K Gandhi

2: What was Gerard's complete name?

A: Henry Gerrard B: Peter Gerrard

C: Robert Gerrard D: Vincent Charles Gerrard

3: The intruder was already wanted by police for

A: extortion B: murder

C: theft D: none

4: The weapon which was carried by the intruder in his hand

A: knife B: gun

C: revolver D: stick

5: What was intruder's specialty?

A: murder B: kidnapping

C: extortion D: jewel robbery

6: Who was cleverer of the two?

A: intruder B: Gerrard

C: both D: none

7: What did Gerrard did at last the intruder

A: kill the intruder B: handed to police

C: leaves him free D: none of these

8: Where did Gerrard Live?

A: in a city B: in a house

C: alone in cottage D: in village

9: At last sympathetic audience are words of

A: intruder B: Gerrard

C: police D: none

10: What was Gerard's profession?

A: spy B: soldier

C: playwright

D: policeman

B: Short Answer Questions

1: what was Gerard's profession?

2: what was intruder's intention in killing Gerrard?

3: what are props?

4: what was the real name of Gerrard?

5: how many characters are there in the play?

C: Long Answer Questions

1: write down the character of Gerrard?

2: what is the theme of the play?

3: write down detailed summary of the play?

15.6: Suggestive Readings

If I were you text by Douglas James

Unit-17: Stages in Writing: Prewriting, Outlining, Drafting, Revising and Drafting

Structure

17.0 Objectives

17.1 Introduction

17.2 Stages in Writing

17.2.1 Pre-writing

17.2.2 Writing

17.2.3 Rewriting

17.3 Let Us Sum Up

17.4 Learning Outcomes

17.5 Glossary

17.6 Sample Question

17.7 Suggested Readings

17.0 Objectives

This unit has the following objectives for students:

- To identify various stages of writing
- To understand the process of pre-writing
- To know about the process of drafting
- To help students understand the process of revising and editing in writing.

17.1 Introduction

Dear students, you have studied the process of writing briefly in your first-semester course on *Communicative Skills in English*. In this unit, we will study the process of writing in a detailed manner. Writing like the other three essential skills of language is important to enable you to do well in every sphere of life. Among the four skills of language ‘Listening and Reading’ are called receptive skills while ‘Writing and Speaking’ are called productive skills because they help to produce words, phrases, sentences, paragraphs, essays, etc. On the other hand listening and reading are called receptive skills simply because learners do not need language to produce

these, they receive and understand it. They are also called passive skills while writing and speaking are called active skills of language.

The writing process is an attempt of the writer whose conscious or unconscious creativity helps him to produce a literary piece. When we speak about writing, we refer to the organization of writing that most textbooks have defined structurally. It is a linear process which if followed properly will eventually result in the production of the written document. However, it may also be noted that different people have their own ways of writing, they may create a unique style, and some devise different ways to generate their ideas from their respective experiences whatever works for them. Therefore, we may say that writing is a way of thinking. In fact what we write depends mostly on the way we think about a particular thing, idea, or person. Let's take the following example

“Life is nowhere.”

“Life is now here.”

These sentences contain the same alphabets but one sounds pessimistic about life while the other sounds optimistic. This proves how proper writing can change the scenario of thought processing.

17.2 Stages in Writing

There are different opinions about the stages of writing process. Some scholars say there are five stages while others are of the opinion that there are seven stages. Yet there are others who have believe that the entire process of writing includes three main stages. Whatever the number of stages may be, we will try to cover up all of them under three broad headings.

1. **Pre-writing**
2. **Writing**
3. **Rewriting**

All three stages of writing will be discussed in detail in this unit. You plan the content and organization of your paper or assignment during this first phase. In the **Writing phase**, you implement your plan—your strategy—working out the details and fine-tuning your thoughts. In the **Rewriting**, or revising phase, you review what you have written and consider how and where your writing can be improved.

However, these stages may vary as they are distinct and separate, they do not have any definite boundaries. They overlap often rather than falling into a proper sequence, like one step following the other without any derailing of connection or coherence. When you work on longer research papers, you will generate ideas, gather information, plan your organization, and write your draft. You may go back later to revise it. When you write shorter assignments or essays, you may plan, write, and revise as you go along. In most cases, you may revise your plan, your organization, and your content on your way to the final draft. Understanding the writing is individualistic and recursive in nature, we can now discuss the three stages of writing: pre-writing, writing, and rewriting.

Activity

1. what is a writing process?

2. What are the three stages of writing?

17.2.1 Pre-writing:

Pre-writing includes many things, it includes audience, purpose, identification, scope determination, and an analysis of action desired.

Understanding your Assignment:

Generally, your writing task begins from the point when your teacher or instructor has asked you to write an assignment. The first thing that we need to do is to understand the assignment. Now to do this, we need to review the requirements of the assignment. These requirements may include assignment sheets or simply its description. To understand the writing project you should question and answer the following things. We must always consider keywords in mind, Audience, Purpose, Scope, and Action (APSA). In the pre-writing stage, you may intend to clarify the following:

- What do you want to write?
- What do you think of the topic?

- How do you feel about the topic?
- How do you approach the topic?
- What are the other possible related materials available about the topic?
- How to organise the content material?
- Who is your audience? (Audience Analysis)
- Why am I writing? (Purpose)
- How much should I write? (Scope determination)
- What do I want readers to do? (Action desired analysis)

You may also think on the following lines:

- What type of assignment is this? What is its purpose?
- Who is the audience for this assignment—my instructor, my classmates, or someone else?
- How will I find my content—from my opinion or research?
- When is the assignment due to the instructor and in what form is it due?
- How will the assignment be evaluated?
- What are my goals in undertaking the assignment?

Remember the last question is essential, this question will determine the kind of effort you have put into the writing project. To help you regarding the application of the approach, you should identify the important phrases that your teacher might have expected from you. These phrases will help a lot in the preparation of the writing project. Here let us take the help of the Table. 17.1 based on Benjamin Bloom’s objectives.

Assignment Wording and Expectations

Describe, label, list, name, recap, order, arrange, memorize	Remember, remind, and present information
Define, specify, paraphrase, elucidate, review, recapitulate, classify	Interpret information in your own words
Apply, exemplify, prepare, solve, use, sketch, operate, practice, calculate	Apply knowledge to new situations
Examine, categorize, compare, test, differentiate, examine, contrast	Break down knowledge into parts and show relationships among parts

Arrange, compose, formulate, organize, plan, assemble, construct	Bring together parts of knowledge to form a whole; build relationships for new situations
Appraise, estimate, conclude, judge, predict, compare, score	Make judgments based on criteria; support, confirm preferences
Use supporting examples, cite passages from the text, paraphrase, summarize	Quote or paraphrase to support what you have written

Source: <https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter2/ch2-10.html>

Techniques to get started:

Where do we get ideas from? As mentioned earlier, writing is recursive and even messy. Any writer can get into the process of writing once he gets a footing to begin. It depends upon the learning style, personality, and work habits of a writer to develop the process of writing. Different writers have used different techniques and methods to generate the ideas and then get started. These different techniques can help a writer to overcome the hindrance of writing also known as writer's block. These techniques can be used at any stage of writing, maybe when the writer is running short of ideas or when the writing is underway, these techniques can help a writer to get along the process of writing.

Some of the techniques that may be used are mentioned below:

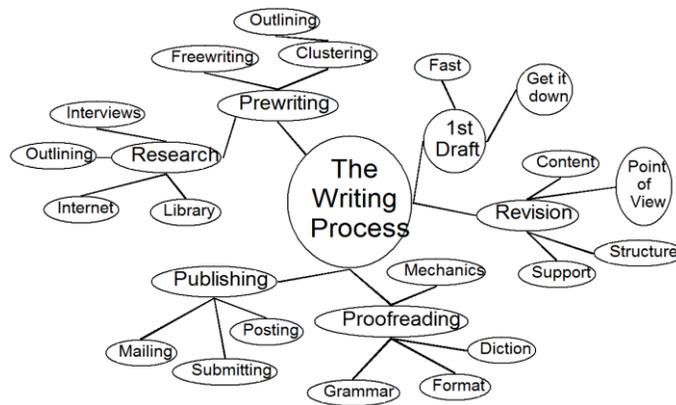
(a) Brainstorming: In this process, you write for a brief period generally for 5 to 10 minutes. In this technique, you write quickly without stopping the ideas or thoughts related to your topic. It helps to find ideas that might have submerged in the subconscious mind, memory, or intuition of the writer. This can be done either with your friends, your classmates or with yourself.

Set time duration: You should fix a certain time say 5 to 10 minutes. For these minutes, don't waste time on editing or vetting. For a moment cancel the critical and logical reasons. You need to be committed to writing rather than criticizing what you have written. Don't stop until your time is up.

Using blank papers: Use blank sheets to the best possible extent, it is important to have enough space to write until the period you run out of your ideas rather than running out of space.

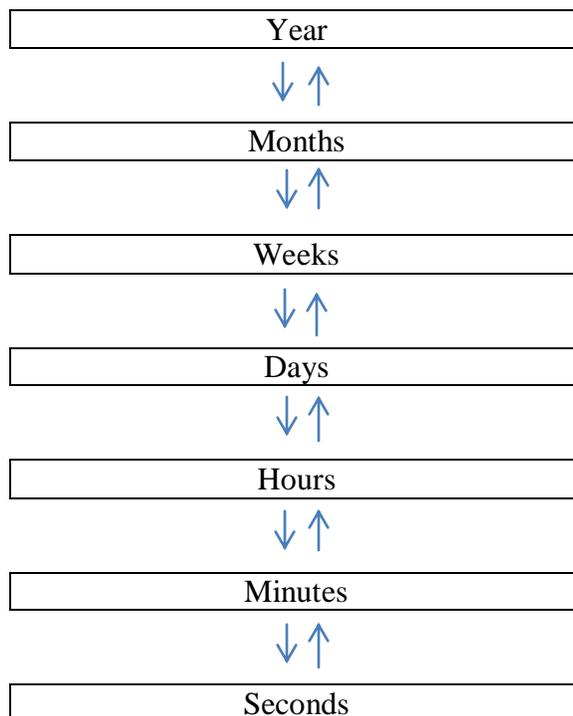
Select a word phrase or idea: Now that when have set the time and the setting, you should identify the important phrases or ideas that occur to your mind. You can keep these phrases at the top of the sheet, in the middle of it, or at the end of it. Don't stop writing, use these phrases to produce more information or ideas.

(b) Webbing: In this technique, you write the topic in the centre of the page and surround it with thought bubbles containing ideas about the subject.



Source: Google Images

(c) Chaining: This is also one of the techniques that writers can use. It unlike webbing makes a linear connection of ideas with the main topic. It simply leads one idea to the other and so on.



(d) Outlining: It is a structured way of organizing ideas or things in groups or sequence. Most of the students use this outlining technique only to generate their ideas. This helps them to establish things in order and sequence too.

17.2.2 Writing:

Now that you have begun the process of writing in the form of an assignment or thesis or a project, you have to determine the topic sentence in case of an assignment or paragraph or a thesis statement in case of a thesis or a project. A thesis statement refers to the purpose of the project that you have taken for writing. It is always based on the synthesis of information that you have gained while browsing about the topic or from your experience. Some of us often struggle with the thesis statement; we generally don't understand how to use the thesis statement in our writing projects. Although there are many ways to do that, however, you may devise your own way, it in no way shall undermine your capacity to adhere to any particular method or technique. Some of the ways to write a thesis statement are mentioned below:

1. The first simple way is to restate whatever is written in the assignment. This will help to understand the topic better and give a hint to begin your writing.
2. The next method works after you have thoroughly researched your topic. You should sum up what your research has led you to believe, what you think of it or what it means to you.
3. The third way works mostly for students who write the assignment with less information about the topic. Think of any question then you write an answer for it.

If you are a college student then writing a thesis statement should be simple. Your instructor may Assign you the task of writing a paragraph on a simple topic and then ask you to demonstrate the learning part from it. For instance, students reading about the use of the internet whether positive or negative may be asked to write a thesis statement. Your thesis statement may look like this:

- Internet: A boon or bane for the youth
- Social Media is the most reliable source of communication that promotes interpersonal relationships in society.

Many writers use a list to double-check whether what is there in the assignment is reflected in the thesis statement or not. It is intended to evaluate the appropriateness of the chosen thesis

statement. Proofreading by others should always be encouraged as it helps to identify the errors and your thesis statement can be effective if you can answer all the queries and questions related to it.

(a) Outlining what will you think and write about:

Your outlining plan may indeed be informal at the first stage as you think and organise your thoughts. You can revise as many times as you want before you are ready to draft your paper. Outlining is another way of giving an order to ideas or thoughts. In some cases when you are at the advanced stage of writing, outlining can be expanded into several directions.

Outlining can help in the following ways:

- Organizing information
- Facilitates sharing information to keep a check on your process of writing.

When you can identify all the information in the writing project, only then you can plan your project.

(b) Taking notes from the draft:

As you know each writer thinks and writes on different lines. Once you start the process of writing, you will soon find yourself cycling through some of the following activities:

- Understanding your notes and investigation material
- Organizing your thoughts
- Refining your assignment
- Revising the final draft

There is always a possibility that you may go back to pre-writing stage to help you generate more ideas or may read over and over again to attain more information. The more you weave through the thread of your ideas the better draft it will be. You will be sorting all that you have gathered while reading about the topic; this indeed will shape up and polish your draft

(c) Summing Up your Ideas:

Summarise the ideas you want to accomplish. For example you want to write any topic ‘importance of good health’. You may summarise the entire chain of thoughts or ideas into a single statement like “health is Wealth.” Or ‘a sound mind lies in sound body’.

17.3 Rewriting:

As we know that first draft is just a-first draft therefore, there is a close connection between what you write and what you revise. If you receive any feedback then what you must do

is to ensure that you have addressed their queries. Don't be swayed away by the people who say that your writing is perfect, there is always a scope of improvement. However, we must also be aware of the people who unnecessarily highlight some minor things and are overly critical in an unproductive way. Honest and constructive criticism should be always encouraged, appreciated and accepted. This will certainly improve your writing skills. Therefore, the following things may be of some help:

(a) Getting feedback:

Once your draft is ready on the paper you can expect feedback from others to know whether you have stated the objectives and whatever you have written is suitable or not. It may be admitted that most of the students avoid getting feedback. However, getting valuable feedback is always beneficial as it helps to add information to your revised draft. An important thing to get the right feedback would be to give your instructor, friends or supervisor a checklist of what you have intended to write and what is important to you.

(b) Being your own critic:

It may always be difficult to be an editor or proofreader of our own draft. However, these are useful things to learn. When you switch from writing to editing, then you look at your manuscript from a fresh and objective interest. Successive proofreading will help you to identify the errors in the original draft to match the changes you may have missed. Editing is a step ahead of proofreading where you double-check the complexity of your draft like evaluating its content, formatting of the structure or style etc. Editing would generally include the way you systemise few things in writing.

Content: Is your content appropriate or does it contain complete information.

Organisation: Is your information logically organized or arranged.

Style: Are the style and tone consistent, did you use the accurate vocabulary

A good way to improve the chance of being a good critic would mean to keep a checklist of things. This personalized checklist may be used every time when you review your own document.

This may also help you to identify your strength and weakness as a writer.

For a personal revision the following checklist may be helpful:

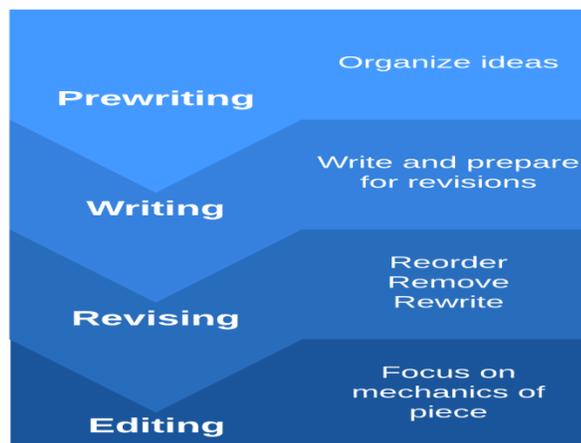
- Is there any grammatical error in the draft?
- Is the subject-verb agreement proper.?
- Are pronouns properly attributed.

- Is there any sentence fragments, comma splices, or run on sentences.
- Is the tense of the draft consistent
- Does my draft make sense
- Have I covered all the major areas.
- Is the draft properly framed
- Is there enough information in the draft?

(c) Final draft:

The final draft is what you submit as a complete document. In case of any exam, your final draft may be the answer scripts that you submit to the invigilator. However, if you are writing in some circumstances then you may get some extra time to revise the final draft so that it is more finished and polished. By the time you complete your final, you should ensure that the final draft is fairly polished. Confusing sentences, spelling errors, punctuation or any grammar error should be rectified. Apart from this, it should be ensured that you have incorporated all the comments and suggestions that you have received from different people in the form of feedback.

Writing Process Cycle



Made in
 **Lucidchart**

Source: <https://www.lucidchart.com>

You should try to read it before submitting it, in case you find any typo error at the last minute, it is advisable to correct it before final submission. In case you find too many corrections, you know it needs another revision.

17.2.4 Problems in Writing:

Apart from the above-discussed things, some of the problems that frequently occur in the process of writing are mentioned below:

1. Lengthy Sentences
 2. Passive Voice
 3. Weak verbs
 4. Superfluous words
 5. Unnecessary information
 6. Unreadable design and layout
- Lengthy sentences should be avoided to the best possible extent. Try to answer in simple and short sentences whatever you try to communicate
 - It is advisable to use active voice in place of passive voice

Example:

Passive: The dog was killed by the hunter.

Active: The hunter killed the dog.

- To avoid superfluous words, the following substitutes may be replaced:

<i>Superfluous</i>	<i>Substitute</i>
In order to	to
In the event that	if
Subsequent	after
Prior to	before
Despite the fact	although
Owing to the fact	because, since

- Try to use positive sense words
- Avoid unnecessary redundant words, some of the words may be noted below:

not able	unable
not accept	reject
not certain	uncertain
does not have	lacks
not many	few
not often	rarely

17.3 Let Us Sum Up:

The development of writing is conceived a process of progress through different stages as illustrated and mentioned in the unit-pre-writing, writing and rewriting. The different techniques must be used in preparing any document to ensure that is fairly polished and impressive. Your draft or document will be more appealing and free from errors in case you follow the process of adhering to the techniques in all stages of the writing process. They can be instrumental in shaping your draft to get the desired or intended results. From the above discussion we may draw the conclusion that writing process takes places in the following manner.

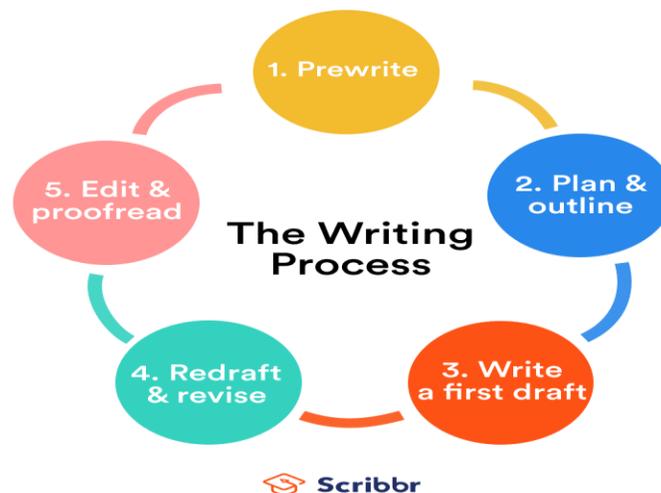
Step 1: Pre-writing- Think and Decide

Step 2: Research- if needed

Step 3: Drafting- Write

Step 4:Revising: Make it Better

Step 5:Editing and Proofreading- Make it Correct.



Source: <https://www.scribbr.com/>

17.4 Learning Outcomes

Upon the completion of this unit, students are able:

- To know about academic writing

- To understand the process of writing
- To recognize the various stages of writing
- To know the techniques involved in process of writing
- To identify the errors in the draft and to rectify them
- To improve their writing skills
- To improve their vocabulary
- To appreciate the feedback given for a draft or a document
- To know the ways to respond to any constructive criticism.

17.5 Glossary

Coherence:Consistency

Draft: A document or Written paper

Recursive: Repeated, referring back

Superfluous: Excess of what is required

Queries:Question, inquiry

17.6 Sample Questions

17.6.1 Objective Questions

State whether the following statements are **true** or **false**

1. Writing is a productive skill_____
2. Listening is productive skill_____
3. Speaking is receptive skill_____
4. Reading is receptive skill_____
5. Speaking is Productive skill_____
6. Pre-writing is the first stage of writing_____
7. Rewriting is the last stage of writing_____
8. We submit the final draft in the pre-writing stage_____
9. We should acknowledge the feedback of others_____
10. Pre-writing, Writing and Rewriting are the three stages of writing process_____

17.6.2 Short Answer Question:

1. Why do you think writing is important?
2. Mention some of the techniques that we use in the pre-writing stage of writing process?
3. What is brainstorming?.
4. What is 'webbing' in the writing process?
5. What does 'outlining' in the process of writing mean.

17.6.3 Long Answer Question:

1. List some of the techniques that are used in the rewriting stage of the writing process.
2. Write any ten sentence on any topic and underline the nouns from these sentences.
3. Write a detailed note on the problems of writing you face and what possible measures can be taken to avoid such problems.

17.7 Suggested Readings

1. Attardo, I.P. *Handbook of Idioms & Phrases*. New York: Pentagon Press, 2006.
2. Doshi, S.R. *Life Skills*. Delhi: Global Fraternity Publishers, 2009.
3. Downing, Angela, and Philip Locke. *English Grammar*. London: Routledge, 2006
4. Farhatullah T.M. *English for Business Communication*. Bangalore: Prism Books, 2009.
5. G, Yule. *The Study of Language*. Cambridge: Cambridge University Press, 1985
<https://www.umgc.edu/index.cfm>

Unit-20: Basic Quoting, Citing and Referencing Skills

Structure

20.0 Objective

20.2 Introduction

20.2 Basic Quoting, Citing and Referencing Skills

20.2.1 *Modern Language Association*

20.2.2 *American Psychological Association*

20.2.3 The Council of Science Editors -CSE/CBE

20.2.4 Chicago –Manual Style Guide

20.2.5 Harvard Referencing Style

20.0 Objective

This unit has the following objectives for the students.

- To appreciate the basics of Academic writing
- To acknowledge the academic integrity
- To understand the process of documentation
- To familiarise students with the process of quoting a text
- To help students understand the citing skills in a document
- To offer a comprehensive understanding of referencing skills in a document to students.

20.1 Introduction

Dear students, you already studied three units of this block dealing with academic writing. Therefore, it will be interesting for you to know how we quote, cite or give a reference in any academic document or in academic projects like a dissertation for MA or M. Phil or a PhD thesis. This unit therefore, will take you through different style guides or referencing style books that have set some guidelines or rules for the citation of any textual reference either in the running text of the draft or in the bibliography section of an academic project like dissertation or thesis. We will discuss some of the style guides in detail.

20.2 Basic Quoting, Citing and Reference Skills

Dear students, let us first understand the following terms:

- **Quoting/Quote:** It is the process of using the exact words of a person or another author.

Presume that you were listening to a speech by Pakistani Prime minister about the 'Global Hunger Index.

Example: In his speech, Imran Khan spoke at length about poverty. However, you may want to narrate or quote Imran Khan in your own speech in any programme or a research paper or article. The academic honesty demands that in such a case you will have to use quotation marks to acknowledge the fact that these are not your own words but the words of Imran Khan. The simple way to identify that a particular sentence or passage is by another writer or person is to use the 'exact words' by placing them in quotation marks (".....")

Imran Khan says, "**We will eradicate poverty by 2025.**" This bold sentence is placed in quotation marks because we are using the exact words of the speaker. This is an example of Quotation.

- **Citation:** It is making use of an idea that you have derived from another person. However, some people refer citation as paraphrase. In other words, it is a way to inform your readers that some part of your material is derived from another source.
- **Reference:** The source from which you got the information or data about a particular thing. It is generally given at the end of a chapter in the bibliography or works cited section.
- **Documentation:** In research, it is a piece of information that verifies and confirms whether something is true or not. Therefore, it may be said that documentation is the process of validating the fact and truth. Documenting source in research is also an act of acknowledgement whatever resources researcher has used for compilation of his draft.

Now that we have learnt about these terms, it is important to know some of the style guides that have set certain rules to follow with reference to documentation of any academic draft. Hence, a style guide is a reference book that provides rules for writing in a specific discipline. These include how to format citation and references which are specific to any field of study. We shall discuss few of the style guides that are used in different disciplines to help you choose the right one for you. Some of the popularly used style guides are mentioned below:

- *Modern Language Association (MLA)*

- *American Psychological Association (APA)*
- CSE/CBE
- *Chicago Manual of Style (CMOS)*
- *Scientific Style and Format (SSF)*
- *American Medical Association (AMA) etc...*

Remember that these style guides get updated frequently. As in case of MLA, we have different editions available like MLA 6th (2003), MLA 7th(2009), MLA 8th(2016) and the latest MLA 9thEdition (April 2021). In a similar way, other style guides also are updated from time to time. There is either some addition or subtraction in the format, citation, or referencing skills or any other aspect of documentation rules in every updated style guide. Therefore, to keep yourself updated please refer to the latest edition of the style guideline that you are using or referring in your document. We will see in the later part of this unit some of ways to quote, cite or provide reference through different style guide like MLA, APA etc.

Activity

1. What is a Style Guide?

2. What does quoting someone in research mean?

20.2.1 Modern Language Association (MLA):

The MLA handbook is published by the Modern Language Association, the authority on MLA documentation. It is widely adopted by academic institution like universities, colleges and secondary schools. It gives a comprehensive and step by step advice on important aspects of research writing.

In MLA, we have two components:

- In-text Citation
- Works Cited

In-Text Citation: Whenever you quote anything from any source, you cite it in the running text of the document by the name of the author and the page number of the book on which that particular information is enlisted.

Example:

The two pillars upon which a theory of criticism must rest are an account of value and an account of communication (Richards 20).

Remember **parenthetical citation (Richards 20)** suggests that the particular passage or sentence has been derived from a book written by the author named Richard. Moreover, this particular passage appears on the page number 20 of the same book. The entire information about the source is found at the end of chapter or thesis keyed in bibliography or works cited section. In bibliography section, the following details are mentioned in a sequential order.

- Name of Author. (Use surname first)
- Title of Work.
- Publication Place:
- Publisher's Name,
- Year of Publication.

Therefore, the above citation will appear in the reference section or bibliography in the following manner.

Works Cited/Bibliography

Richards, Ivor Armstrong. *Principles of Literary Criticism*. London: Routledge&Kegan Paul, 1924.

Now let us understand few things, it is important to use proper punctuation marks in documentation.

- We use surname of author in the works cited. Then a period (Full stop .) is placed after the name of author.
- The name of books, magazine or journals is italicized e.g *Principles of Literary Criticism*.
- A colon (:) is placed after the name of the publication place. e.g- **London:**
- A comma (,) is placed after the name of publisher. e.g- **Routledge&Kegan Paul,**
- At the end of the publication year, a period or full stop (.) is placed. e.g **1924.**

In other case if we mention the name of author in a running text then only the page number is given in parenthesis at the end of quotation.

Example:

Richard states that, “The two pillars upon which a theory of criticism must rest are an account of value and an account of communication **(20).**”

Now let us take another example, this is part of the poem from the book of Mudasir Ahmad Gori titled *Screaming Silence* published in the year 2021.

Example:

Let me speak to rain
And sway in emotions.
Let me tell rain
When you drop tears,
It bring respite
To the incapacitated being
Like the drenching and soaking
Of the dry fissured soil (Gori 82).

Activity:

Now place the details given below in a bibliographical order as we have done in the earlier example of **(Richards 20)**. The details are not properly cited. You have to arrange them in sequential order to make it complete for a bibliography entry.

Example: Delhi, Global Press: Mudasir Gori, *Screaming Silence*.2021.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

20.2.2 American Psychological Association (APA):

Now let us understand how references are cited as per APA format. We will look at the In-text citation and Works cited or bibliographical format of APA. The example of (**Richards 20**) in the MLA format will now be presented in APA. The main difference between the MLA and APA style guide is that of **Year** of publication presented apart from name of **author** and **page number**.

- **APA In-Text Citation:**

Example:

The two pillars upon which a theory of criticism must rest are an account of value and an account of communication (Richards, 1924, p.20).

- **In the Bibliography or Work Cited:**

Richards, I.A. (1924) *Principles of Literary Criticism*, London: Routledge&Kegan Paul.

The Difference between MLA and APA:

The above examples depict some differences between MLA and APA documentation style. Let's find out these differences.

- We mention **full name** of author in MLA, no abbreviation is used for name of author.

E.g. **Richards, Ivor Armstrong**

- Whereas we can mention the name of author in initials or abbreviation as well.

E.g. **Richards, I.A.**

- All the first letters of content words in title in MLA are capitalized. Earlier the name of the **title** was underlined in MLA but later editions suggested that the name of the book should be italicized.

E.g. **Screaming Silence (Earlier edition)**

E.g. ***Screaming Silence (Later edition)***

- Whereas the first letter of the first word only is capitalized in APA.

E.g. ***Screaming silence***

- The publication year is mentioned at the last in MLA format

E.g. **Gori, Mudasir. *Screaming Silence*. Delhi: Global Press, 2021.**

- Whereas it is mentioned after the name of author in APA.

E.g. **Gori, Mudasir. (2021) *Screaming silence*, Delhi: Global Press.**

- The year of publication is not bracketed in MLA format

E.g. **1924**

- Whereas in APA format the year of publication is bracketed.

E.g. **(2021)**

- We mention the page number after the name of author in MLA without letter **p** in running text.

E.g. **(Gori 82)**

- Whereas we mention page number with letter **p** after the year of publication in APA format.

E.g. **(Gori, 2021, p.82)**

However, in both of these style guides the first line of entry in bibliography or works cited is a flush with a left margin and if the reference runs more than one line then following lines are indented. Here we will take one example in the APA format and see how we indent the following line. Just one tab from left in the second line and it will be indented.

Example: (APA)

Anson, Chris M and M. and Robert A. Schwegler, (2002) *The Longman Handbook for Writers and Readers*. Second edition. New York: Longman.

Activity:

Place the following details in a sequential order of APA format with punctuation marks and the other necessary requirements.

Example: Mudasir Gori *Screaming Silence* 2021 Global Press Delhi.

1. _____
2. _____
3. _____
4. _____
5. _____

20.2.3 The Council of Science Editors- CSE/CBE

The Council of Science Editors was earlier known as ‘The Biology of Editors.’ In this style guide citation usually depends on numbers. However, it is not kept in any parenthesis. It uses a superscript number at the end of a reference or sentence or a passage. This superscript is

arranged in the sequential order in the reference, or bibliography. It is important to note that superscript is placed after the punctuation marks of quoted sentence or passage. There is no space between the punctuation mark and superscript.

In-Text Citation

Example:

The two pillars upon which a theory of criticism must rest are an account of value and an account of communication.¹

In the Reference

Example:

¹Richards, I.A. Principles of Literary Psychology. London: Routledge&Kegan Paul; 1924. 283 p.

Points to Remember

- In this citation style spaces are used after colon and semicolon which separate publisher, date and total number of pages.
- Semicolon (;) is used after name of the publisher.
- The total number of pages of the book is mentioned after the year of publication. Moreover small (p) indicating pages is placed after the total number

20.2.4 Chicago –Manual Style Guide:

As we saw in CSE/CBE, Chicago style guide also uses superscript righter after the completion of quotation. However, it is keyed at the end or the bottom of the page which are popularly known as **endnotes** or **footnotes**. These notes or footnotes are separated from the page by a typed line 1.5 inches long. In case of endnotes the title is not *References* but *Notes*. In the footnote or endnote the same number is used without superscript. A period (.) is placed after the number and two spaces (**Two spacebar tabs on your key board**) are given between number and the author.

In-Text Citation

Example:

The two pillars upon which a theory of criticism must rest are an account of value and an account of communication.¹

In the Notes (*References*)

The above sample entry will appear in the following way.

Example:

1. Richards, Ivor Armstrong, *Principles of Literary Criticism*(London: Routledge and Kegan Paul, 1924), 20.

Points to Remember

- In this referencing style the city of publication, publishers and the year of publication is placed outside the bracket without any **p** or **pp** abbreviation for pages.

20.2.5 Harvard Referencing Style:

It is similar to APA style guide in **in-text citation**. Like APA, Harvard Referencing Style citation format is Author-year. In case a researcher uses a quotation then citation is placed in the author-year and page number format.

In-Text Citation

Example:

The two pillars upon which a theory of criticism must rest are an account of value and an account of communication (Richards 1924).

or

Richards (1924:20) ‘The two pillars upon which a theory of criticism must rest are an account of value and an account of communication.’

In the References

Richards I.A. 1924. *Principles of Literary Criticism*. London: Routeledge and Kegan Paul.

Activity

1. Give one example of in-text citation from Chicago Style Guide format.

2. Give one example of in-text citation and reference from Harvard Style Guide

3. Write one example from each MLA and APA style guides for Works cited or bibliography.

