


Puspa Shrestha

Best Quality Resource Site for Class 11 And 12 Students
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Puspa Shrestha

“Good writing does not succeed or fail on the strength of its ability to persuade. It succeeds or fails on the strength of its ability to engage you, to make you think, to give you a glimpse into someone else’s head.” – *Malcolm Gladwell*

Reading

Freewriting

Before you read

- a. What do the following images indicate? What comes to your mind when you see them? What do they communicate to people?



- b. What do the following quotes mean?
- If writing is easy, you are doing it wrong.
 - The pen is the tongue of the mind.

Now read the following essay about freewriting as another way to brainstorm a general topic in order to arrive at a specific focus in writing.

The most effective way I know to improve your writing is to do freewriting exercises regularly. At least three times a week. They are sometimes called “automatic writing,” “babbling,” or “jabbering” exercises. The idea is simply to write for ten minutes (later on, perhaps fifteen or twenty). Don’t stop for anything. Go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what you are doing. If you can’t think of a word or a spelling, just use a squiggle or else write, “I can’t think of it.” Just put down something. The easiest thing is just to put down whatever is in your mind. If you get stuck it’s fine to write “I can’t think what to say, I can’t think what to say”

as many times as you want; or repeat the last word you wrote over and over again; or anything else. The only requirement is that you never stop.

Freewriting exercise is important. It must be a piece of writing which, even if someone reads it, doesn't send any ripples back to you. It is like writing something and putting it in a bottle in the sea. The teacher less class helps your writing by providing maximum feedback. Freewriting helps you by providing no feedback at all. When I assign one, I invite the writer to let me read it. But also tell him to keep it if he prefers. I read it quickly and make no comments at all and I do not speak with him about it. The main thing is that a freewriting must never be evaluated in any way; in fact, there must be no discussion or comment at all.

Here is an example of a fairly coherent exercise (sometimes they are very incoherent, which is fine):

I think I'll write what's on my mind, but the only thing on my mind right now is what to write for ten minutes. I've never done this before and I'm not prepared in any way—the sky is cloudy today, how's that? Now I'm afraid I won't be able to think of what to write when I get to the end of the sentence— well, here I am at the end of the sentence—here I am again, again, again, again, at least I'm still writing—Now I ask is there some reason to be happy that I'm still writing—ah yes! Here comes the question again—What am I getting out of this? What point is there in it? It's almost obscene to always ask it but I seem to question everything that way and I was gonna say something else pertaining to that but I got so busy writing down the first part that I forgot what I was leading into. This is kind of fun oh don't stop writing—cars and trucks speeding by somewhere out the window, pens clittering across peoples' papers. The sky is still cloudy—is it symbolic that I should be mentioning it? Huh? I dunno. Maybe I should try colors, blue, red, dirty words—wait a minute—no can't do that, orange, yellow, arm tired, green pink violet magenta lavender red brown black green—now that I can't think of any more colours—just about done—relief? Maybe.

Freewriting may seem crazy but actually it makes simple sense. Think of the difference between speaking and writing. Writing has the advantage of permitting more editing. But that's its downfall too. Almost everybody interposes a massive and complicated series of editing between the time words start to be born into consciousness and when they finally come off the end of the pencil or typewriter onto the page. This is partly because schooling makes us obsessed with the “mistakes” we make in writing. Many people are constantly thinking about spelling and grammar as they try to write. I am always thinking about the awkwardness, wordiness, and general mushiness of my natural verbal product as I try to write down words.

But it's not just “mistakes” or “bad writing” we edit as we write. We also edit unacceptable thoughts and feelings, as we do in speaking. In writing there is more

time to do it so the editing is heavier: when speaking, there's someone right there waiting for a reply and he'll get bored or think we're crazy if we don't come out with something. Most of the time in speaking, we settle for the catch-as-catch-can way in which the words tumble out. In writing, however, there's a chance to try to get them right. But the opportunity to get them right is a terrible burden: you can work for two hours trying to get a paragraph "right" and discover it's not right at all. And then give up.

Editing, in itself, is not the problem. Editing is usually necessary if we want to end up with something satisfactory. The problem is that editing goes on at the same time as producing. The editor is, as it were, constantly looking over the shoulder of the producer and constantly fiddling with what he's doing while he's in the middle of trying to do it. No wonder the producer gets nervous, jumpy, inhibited, and finally can't be coherent. It's an unnecessary burden to try to think of words and also worry at the same time whether they're the right words.

The main thing about freewriting is that it is none-editing. It is an exercise in bringing together the process of producing words and putting them down on the page. Practiced regularly, it undoes the ingrained habit of editing at the same time you are trying to produce. It will make writing less blocked because words will come more easily. You will use up more paper, but chew up fewer pencils.

Next time you write; notice how often you stop yourself from writing down something you were going to write down. Or else cross it out after it's written. "Naturally," you say, "it wasn't any good." But think for a moment about the occasions when you spoke well. Seldom was it because you first got the beginning just right. Usually it was a matter of a halting or even garbled beginning, but you kept going and your speech finally became coherent and even powerful. There is a lesson here for writing: trying to get the beginning just right is a formula for failure - and probably a secret tactic to make yourself give up writing. Make some words, whatever they are, and then grab hold of that line and reel in as hard as you can. Afterwards you can throw away lousy beginnings and make new ones. This is the quickest way to get into good writing.

The habit of compulsive, premature editing doesn't just make writing hard. It also makes writing dead. Your voice is damped out by all the interruptions, changes, and hesitations between the consciousness and the page. In your natural way of producing words there is a sound, a texture, a rhythm - a voice - which is the main source of power in your writing. I don't know how it works, but this voice is the force that will

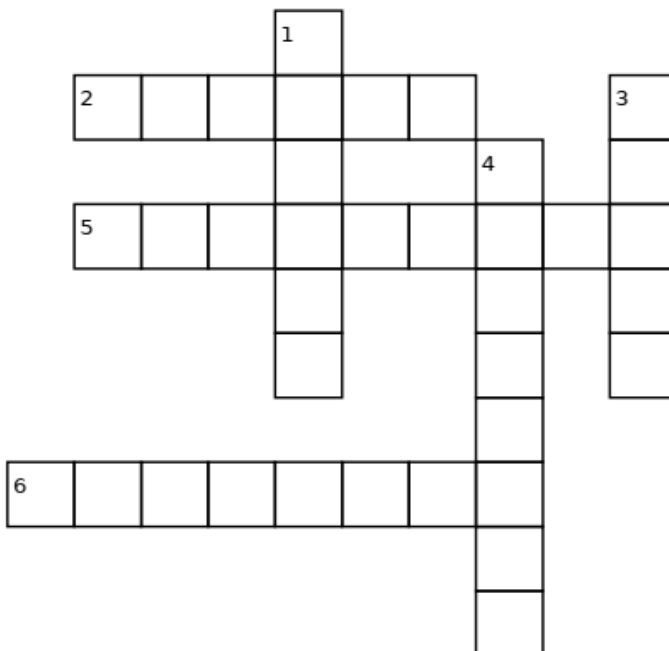
make a reader listen to you, the energy that drives the meanings through his thick skull. Maybe you don't like your voice; maybe people have made fun of it. But it's the only voice you've got. It's your only source of power. You better get back into it, no matter what you think of it. If you keep writing in it, it may change into something you like better. But if you abandon it, you'll likely never have a voice and never be heard.

Freewritings are vacuums. Gradually you will begin to carry over into your regular writing some of the voice, force, and connectedness that creep into those vacuums.

Peter Elbow

Ways with words

- A. The words in the crossword puzzle are from the text. Find them in the text to solve the puzzle based on the clues given below.**



Down:

1. to be preoccupied with a single topic or emotion
3. to move slowly and quietly in a particular direction
4. orderly, logical and consistent

Across:

2. to utter rapidly or unintelligibly
5. to insert something between other things
6. an unreadable handwriting

- B. Use the following words in sentences of your own.**

massive, consciousness, catch-as-catch-can, give up, abandon, lousy, editing

C. Word formation: Adjectives and Adverbs

a. Read the following sentences from the text and notice the words that are underlined.

- i. Do free writing exercises regularly.
- ii. Go quickly without rushing.
- iii. No wonder the producer gets nervous, jumpy, inhibited, and finally can't be coherent.
- iv. You can throw away lousy beginnings and make new ones.

The underlined words in (a) and (b) are **adverbs**, and in (c) and (d) are **adjectives**. Notice that we can form adverbs by adding the suffix '-ly' to an adjective, and adjective by adding the suffix '-y' to a noun.

Note that adding the suffix '-ly' to the noun makes that noun an adjective (e.g. friend – friendly, love – lovely, beast – beastly, scholar – scholarly, month – monthly, etc.).

b. Write the following words in the right columns. Change the adjectives into adverbs and nouns into adjectives, as shown in the example.

rain, careful, bush, spice, perfect, automatic, snow, blood, certain, cloud, fair, general, heavy, bag, proud, rapid, mood, noise, proper, air, final, common, beautiful, frequent, snow, hungry, cream, dust, ease, ice, oil, spice fun, hand, greed, health, hill

Adjectives	Adverbs	Nouns	Adjectives
careful	carefully	rain	rainy
.....

c. Fill in the gaps with the appropriate adjective or adverb.

- i. Pramila is playing (quiet/quietly).
- ii. Hari speaks very (loud/loudly).
- iii. Mukesh is a (careful/carefully) driver.
- iv. The test was (easy/easily) and we finished in time.
- v. He is fitting the (automatic/automatically) door in my house.
- vi. My uncle speaks (perfect/perfectly) Chinese.
- vii. It was raining very (heavy/heavily).
- viii. She looked very (calm/calmly), but I am sure she was feeling very nervous.

Comprehension

Answer the following questions.

- a. Why is freewriting also called ‘automatic writing’?
- b. How do you differentiate writing from speaking?
- c. What are the biggest obstacles in the writing process, according to Elbow? Do you agree with him? Why? Why not?
- d. How can freewriting overcome ‘writer’s block’?
- e. What do you mean by ‘voice’ in writing?
- f. Elbow uses a simile to explain that freewriting “is like writing something and putting it in a bottle in the sea.” What does this mean? Explain.

Critical thinking

- a. How does the author persuade readers in this essay? What is he trying to communicate to the readers?
- b. Elbow said, freewriting “is an exercise in bringing together the process of producing words and putting them down on the page.” Do you agree with his statement? Why? Why not?
- c. How did you learn to write? What was particularly difficult in writing? What inspired you to write? What are some of the challenges that you still face while writing?

Writing

Freewriting

Freewriting is like brainstorming. It is simply exploring your ideas through writing. When you freewrite, you write whatever comes into your mind on the topic. You write without stopping. Most of the freewriting exercises are of short duration – around five or ten minutes. When you freewrite, you need not worry about the formal structures, mechanics or grammar.

- A. Decide a topic of your choice for free writing exercise. Write a paragraph on the topic for five minutes. Do not stop for spelling or go back. Just write as much as you can. When you finish, you can share (verbally) what you wrote to your friends.**

Paragraph organization

A paragraph is usually a group of sentences on a topic. Most of the paragraphs are often five to ten sentences long, but they can be longer or shorter depending on the topic.

A paragraph has a topic sentence, supporting sentences and a concluding sentence. The topic sentence introduces the topic with a controlling idea, the supporting sentences further explain the topic sentence and the concluding sentence often repeats the information in the topic sentence in a different way. The topic sentence is usually the first sentence of the paragraph and the concluding sentence is the last.

B. Read the following paragraph. Identify the topic sentence and the concluding sentence.

Students require more recreational time in order to better focus on lessons in class. In fact, studies have shown that students who enjoy a recess of more than 45 minutes consistently score better on tests immediately following the recess period. Clinical analysis further suggests that physical exercise greatly improves the ability to focus on academic materials. Longer periods of recess are clearly required to allow students the best possible chances of success in their studies. Clearly, physical exercise is just one of the necessary ingredients for improving student scores on standardized tests.

C. Write a paragraph on any one of the following topics.

- a. My school library
- b. Moral values I like most

Grammar

Position of adverbs

A. Study these sentences.

- a. **Perhaps** she is not coming to the party.
- b. I **sometimes** visit him in the supermarket.
- c. He drove the car **carefully**.

Here the words in **bold** are adverbs. Adverbs can be placed at the front, in the middle or at the end position of a clause or sentence.

B. Rewrite the following sentences with the adverbs in the appropriate place.

- a. I watch television. (often)
- b. Have you been to Janakpur? (ever)
- c. They play football on Saturdays. (sometimes)
- d. The weather is bad in November. (always)
- e. We have fish for dinner. (seldom)
- f. Pritam doesn't get up before seven. (usually)
- g. I was very tired and I was hungry. (also)
- h. Did you enjoy the flight? (both)

C. Rewrite the following sentences placing the underlined words in the right position.

- a. I never have understood her.
- b. We are often invited to the parties.
- c. We all were tired, so we all fell asleep.
- d. Rajan drives always to work.
- e. Pradip hardly ever watches television, but he reads newspapers a lot.
- f. We enjoyed very much the party.
- g. My brother speaks fluently English.

Listening

A. Look at the picture and answer these questions.

- a. Is the girl happy or anxious?
- b. Why do you think the girl is worried?



B. Listen to the recording and mark True or False.

- a. Clare has got a history examination on Friday.
- b. Clare's notes are too short.
- c. Mark explains that she doesn't need to write everything in notes.
- d. Mark draws a picture of heart and writes an 'H' instead of 'King Henry'.
- e. Mark's way of taking notes doesn't work for Clare.

**C. What are your ideas about preparing notes for study and examination?
Discuss.**

Speaking

Expressing agreement/disagreement

A. Study the expressions of agreement and disagreement in the following table.

Agreeing	Partly agreeing	Disagreeing
You're right.	That's partly true,	That's not right!
Exactly.	but ...	I totally disagree!
I agree.	That may be true,	I don't agree!
Of course	but...	I don't agree with you.
Undoubtedly	I see your point,	I'm sorry, but I disagree.
I completely agree.	but ...	Absolutely not!
You're absolutely right.	I guess so, but...	A complete 'No'
I totally agree with you.	I'm not so sure	I'm afraid I can't agree with you.
Absolutely!	about that.	That's not always true.
I see exactly what you mean!	I agree up to a	I don't think so.
That's exactly what I think.	point, but ...	No, that's not true.
There is no doubt about it.		No way!

B. Here are some statements that you can agree or disagree with. Talk to each other using expressions of agreement and disagreement.

Winter is the best season.

Travelling to the remote places is important because it is adventurous.

It is easy to learn English.

Life is easier for children now and 20 years ago.

Use of smart phone in the classroom is not good.

Project Work

Work in a group of five and list five hobbies like travelling, photography, etc. Create a pack of statement cards for each hobby (for example, *Photography is an expensive hobby*). Each person in the group picks up a card and reads out the statement. The players take turns to say if they *agree* or *disagree* with the statement and give reasons for their opinion.