
UNIT 2 WRITING PARAGRAPHS : 2

THE DEVELOPMENT OF A PARAGRAPH

Structure

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- 2.2 Illustration
- 2.3 Description
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2.0 OBJECTIVE

The objective of this unit is to discuss different techniques of developing paragraphs and to help you to make use of these techniques in writing your own paragraphs.

2.1 INTRODUCTION

In Unit 1 we discussed the elements that made a good paragraph — the topic sentence, development of the topic, thematic coherence, and the use of transitional devices. In other words you learned how to organize your paragraphs.

In this unit, we shall help you to develop different kinds of paragraphs. Paragraphs can be developed in a number of ways, depending on your purpose, the topic, and the kind of reader you have in view. The different methods of paragraph development can be considered in terms of two broad categories :

- i) those which stay strictly within the scope of the topic : e.g., illustration, description, definition, and cause and effect.
- ii) techniques which involve a second topic : e.g., comparison and contrast.

The method of development that you choose should be the one that will most effectively put across the point that you want to make, the point you have stated in your topic sentence. There are no rules about the kind of development to be adopted in any writing situation, although some topics lend themselves more readily to certain kinds of development than they do to other kinds. It must be realized, however, that you can combine more than one technique in composing a paragraph.

2.2 ILLUSTRATION

Giving examples is one of the easiest ways of developing a topic. When a writer gives examples, he helps the reader to understand a rather difficult and abstract generalization which may be contained in the topic sentence. He is also able to persuade the reader that the generalization is correct because there are examples to support it. Examples also add to the reader's interest.

We often introduce examples or illustrations by using expressions like *for example*, *for instance*, *an example*, etc.

Example 1 (Development of a paragraph by illustration)

All warm-blooded animals are incredibly helpless at first. Young birds and young bats must be taught to fly. Thousands of young seals and young sea lions are drowned every year. They never learn to swim "naturally"; the mother has to take them out under her flipper and show them how. Birds sing without instruction, but they do not sing well unless they have had an opportunity of hearing older and more adept members of their species. Older harvest mice build better nests than beginners. It is said that the young elephant does not seem to know at first what his trunk is for; it gets in his way and seems more of a hindrance than a help until his parents show him what to do with it. Insects, indeed, seem to start life completely equipped with all necessary reflexes, but even there the concept of "instinct" seems to require some modification, for they improve their talents with practice. Young spiders, for example, "begin by making quite primitive little webs, and only attain perfection in their art in course of time"; and older spiders, if deprived of their spinnerets, will take to hunting.

[From Evans, B. (ed.) *The Natural History of Nonsense*. Alfred A. Knopf, Inc.]

Glossary

warm-'blooded (adj.) : able to keep the temperature of the body rather high whether the outside temperature is high or low

in-'credible : to a degree that is difficult to believe

seal : a large fish-eating animal living mostly on cool seacoasts and floating ice

'sea,lion : a type of seal found in the Pacific Ocean and having large ears

'flipper : a limb of certain large sea animals, with a flat edge used for swimming

'adept (adj.)/'ædept/ : highly skilled

'hindrance (n.) : something that prevents an activity

e'quipped : provided with what is necessary

'reflex : an action or movement of the body which happens by itself when one sees, hears or touches something. For example, you remove your finger on touching something hot.

'instinct : ways of behaviour which are not based on learning or thinking, but are there from birth; e.g., a bird flies by instinct.

,modifi'cation : change

web : a net of thin threads spun by the spider

,spinne'ret : an organ of certain spiders which produces a silky thread used in spinning a web

When giving examples to support your topic sentence, keep in mind that

- there should be enough examples to support your point;
- each example should be logically related to your main idea;
- each example should be developed with interesting details; (Note that the writer of the paragraph above does not merely list the examples, but tells us in what way each of these animals is helpless, the results of their helplessness and how they become self-sufficient.)
- the examples should represent a reasonable cross-section of the group you are dealing with.

Self-check Exercise 1

This exercise will help you to understand how the paragraph has been developed.

- a) What is the topic sentence in this paragraph?

.....
.....

- b) Read the paragraph again and fill in the following columns in the manner shown here :

Names of Animals		Skills to be developed
1	Young birds and bats	learn to fly.
2	.....	.....
3	.....	.....
4	.....	.....
5	.....	.....
6	.....	.....

Self-check Exercise 2

Vocabulary

You have already come across the following words in Example 1. Use these words to fill in the blanks in the sentences given below :

drowned adept incredibly
hindrance deprived

- i) Human babies are helpless at birth.
ii) Ram was at playing the sitar.
iii) The black South Africans are being of their rights by the white minority government.
iv) A number of people get every year because they don't know how to swim.
v) Lack of money is a real to Rita's plans for travelling.

2.3 DESCRIPTION

You may never have to write descriptions which are complete in themselves, but you may need to include descriptions in other pieces of writing, e.g., personal letters, narratives, reports and travelogues. You may like to describe people, places, objects, habits and conditions, as well as scenes such as accidents.

Since descriptions are concerned with detail, the larger and more precise your vocabulary, the better your descriptive writing will be. The following items are usually included in descriptive writing :

- i) place and position; direction
ii) measurements : weight, size, volume, distance
iii) shapes and patterns
iv) colours and textures
v) materials and substances

Example 2 (Development of a paragraph by description)

Of the more than 20 species of small whales, our 300-pound playboy is indentified by his gunmetal hide, his 8 to 12 foot length and his laughing face. The porpoise has no teeth at birth; they begin to appear (from 44 to 50 in each jaw) a few weeks later. Though he suckles for about a year and a half, he begins to munch small squid at four months. He breathes through a single nostril, a crescent-shaped blowhole stop in his head that closes upon contact with water. This is also the source of his 'voice', and he can vibrate it like a human lip. His eyes, set just back from the mouth, are like a human being's, capable of 'ranging'. He hears through a cushioned inner ear and periotic bone, and has the keenest auditory sense of any animal. His brain weighs about 3.7 pounds, which in cell count per cubic centimeter is the same as man's. Some marine biologists believe that porpoises may have a higher potential IQ than man, but have never had to develop it, because they are so perfectly adapted to their environment.

[Adapted from Scott, J.D. 'Pranksters of the Sea' in *Marvels and Mysteries of the Animal World*. New York : Reader's Digest Association.]

Glossary

- 'playboy : wealthy young man who lives mainly for pleasure (here it refers to the porpoise)
- 'gunmetal : a metal which is a mixture of copper, tin, lead and zinc (the animal's hide is compared to gunmetal)
- 'porpoise/'pɔ:pəs/: a large sea animal that swims about in groups
- munch : eat with a strong movement of the jaw, making a noise
- squid/skwɪd/ : a small sea creature
- 'nostril : the opening at the end of the nose, through which air goes in
- 'crescent-shaped (adj.) : curved like the shape of the moon when it forms less than half a circle
- 'blowhole : a breathing hole at the top of the head of a whale, which controls or regulates the flow of air in and out
- vi'brate : cause to shake continuously and rapidly with a slight movement that may often be felt or heard rather than seen
- 'ranging : stretching or reaching from one limit to another
- 'cushioned : provided with soft inner lining
- 'peri'otic/ ,pɪəri'ɒtɪk/ : surrounding the ear
- 'auditory : of hearing
- bi'ologist : a scientist who studies living things
- po'tential (adj.) : capable of developing
- I Q : intelligence quotient. It is a measure of a person's intelligence. (100 represents the average.)
- a'dapted : suited
- en'vironment : surroundings

This description of the porpoise is a good example of the type of writing that seeks to create a clear and accurate word picture of a subject, without specifically mentioning the author's feeling about it. Notice the way in which the writer has built up a picture of the porpoise. The first sentence gives the general characteristics of the porpoise. The rest of the sentences add details to develop the subject. These details are concerned with the physical appearance of the subject, such as its teeth, nose, eyes, ears and brain. Most good descriptions follow this progression from the general to the more specific.

When you write a description, keep in mind that you must

- begin with the general appearance;
- select such physical details as will support the description of general appearance you have given in your first sentence;

- | | | |
|------------------------------|----------|--------------------|
| to the right | above | beyond |
| to the left | below | under |
| in the centre | opposite | over |
| next to | between | on the eastern end |
| along the right side | | alongside |
| across | | beneath |
| to the east/west/north/south | | surrounding |

We have already shown you in Example 2 how a live object may be described. Now, we would like you to describe a familiar scene, let's say, your room. Keeping in mind the points we have discussed, write a description in about 100 words of the room you live in. Before you write your paragraph, fill in the details in the following columns, which may help you arrange your points.

[illegible]

1 What phrases indicate that the writer has a positive attitude towards the porpoise?

2 The porpoise suckles for about

- i) 4 months.
- ii) 1 year.
- iii) 1½ years.
- iv) a few weeks.

Tick the right answer.

3 The source of the porpoise's voice is its.....
(Fill in the blank.)

4 The porpoise can hear

- i) better than any other animal.
- ii) as well as any other animal.
- iii) as well as human beings.

Tick the right answer.

5 Marine biologists believe that porpoises

- i) are more intelligent than man.
- ii) may be capable of being more intelligent than man.
- iii) can never be more intelligent than man.
- iv) are less intelligent than man.

Tick the right answer.

2.4 CAUSE AND EFFECT

Besides using illustration and description to develop the topic of your paragraph you may in some cases need to use the technique of cause and effect.

We often have occasion in our lives to ask "Why did it happen?" or "What will happen if...?" and then try to find the cause or effect of an event. You may, for instance, want to know the cause of your poor grades, or of a bus accident, or the effects or consequence of taking drugs, of deforestation, etc.

Cause

Analysing the cause can be quite a complex task. For example, a daughter's rebelling against her father and leaving home may have an apparent immediate cause, but there may also be a chain of causes going back into the past. Thus, there are likely to be many causes, not just one.

When you write, you can follow any of these patterns. You may discuss one or more causal connections between events. You may trace a chain of events in which A is the cause of B, which is the cause of C, which causes D, and so on. The choice between one cause and several causes is often not a free option. Usually your topic will determine it.

When you work with several causes or reasons, you face the problem of arranging them in a significant order. If the reasons follow a logical pattern, i.e. if the main event is caused by A, and A in turn by B, and B by C, the organization is predetermined. But sometimes the reasons or causes may be parallel, all contributing to the same result. Then, a good strategy is to begin with the least important cause and conclude with the most important.

When developing a topic which is supported by reasons or causes, remember

- to make it clear whether you are dealing with an immediate cause or an earlier cause, a direct cause or an indirect cause;
- to consider multiple causes;
- to account for all the links in the sequence of causes; and
- to write about all the causes or reasons with details.

Example 3 (Development of a paragraph by listing the causes)

Hills and mountains are slowly worn away over thousands of years by the process of erosion. Erosion takes place everywhere on Earth. There are several forces of erosion : glaciers which carry rocks weighing thousands of tons; frost which causes small cracks on rock sides; strong winds which wear away exposed rocks in deserts. By far the greatest cause of erosion, however, is the action of water on rocks. Water carries chemicals dissolved in it that soften rocks. This softening is the first stage of erosion, called weathering. Rainwater falling on hills runs into streams and rivers and these carry the weathered rock away. Millions of years in the future, your favourite hills will have been worn completely away by erosion.

(Adapted from *Geography* by Dougal Dixon, Franklin Watts Science World)

Glossary

'worn a'way : caused to disappear

e'rosion : the action of wearing away

glaciers/'glæsiəz/ : masses of ice which move very slowly down a mountain valley

frost : a white, powdery substance formed on outside surfaces from very small drops of water when the temperature of air is below freezing point

Analysis of the paragraph :

- 1 **Topic sentence** : "Hills and mountains are slowly worn away over thousands of years by the process of erosion".
- 2 a) **Causes of Erosion** :
 - glaciers
 - frost
 - strong winds
 - waterb) **Process of erosion by water.**
- 3 **Summing up** : In a million years, even your favourite hills will be worn away by erosion.

Exercise 5

You have just read and analysed a paragraph which lists the causes of erosion. It follows a sequence where the less important causes are mentioned first, followed by the most important cause. Now, think of your own life. For instance, what were the reasons which led you to join IGNOU? Jot down your reasons.

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Self-check Exercise 6

Read Example 4 again and answer the following questions :

- 1 What are the various forces of erosion?

.....

.....

2 Fill in the gaps:

Water softens rocks because it carries certain (i) This softening is called (ii) (iii) falls on hills and runs into (iv) and (v) which carry the (vi) rock away.

Effects

Effects or consequences can be handled in much the same way as reasons or causes. But now the main idea is regarded as **causing the consequences** discussed in the rest of the paragraph. The paragraph may deal with only a single effect or refer to several effects. If several consequences are listed, one must be careful to distinguish between the major and the minor ones.

Example 4 (Developing a paragraph by listing effects)

An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Whole buildings collapse. Dams burst. Bridges fall. Gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valleys. Consider the terrifying statistics from the past. In the year 1755: Lisbon, capital of Portugal—the city destroyed entirely and 450 killed; 1970: Peru — 50,000 killed.

(from 'Can We Stop Earthquakes?' in *World of Wonder*)

Glossary

'warning: the act of giving earlier information of danger

im'mense: very great

'gas'mains: pipes bringing gas from the source of supply to the houses and buildings

'gaping 'crevices/'geɪpɪŋ' krevɪsɪz/: wide openings or cracks

'tidal /'tɑɪdl/, waves: very large ocean waves

'avalanches/'ævələ:nʃɪz/: large masses of snow and ice, sliding down a mountain side

'terrifying: filling with terror

Self-check Exercise 7

In earlier sections we analysed some of the paragraphs for you. The following exercise will help you understand the organization of the paragraph above.

Cause: The power of (i)

Main effect: The great (ii) it causes.

Details of the effect:

	On land	At sea	In mountain regions
1	Gas mains burst		
2			
3			
4			
5			
6			
7			
8			

Summing-up: Reinforcing the idea of the damage caused by an earthquake by quoting statistics from the past and the present.

Exercise 8

In Exercise 5, you noted the reasons for joining the IGNOU B.A. programme. Now write down what you think will be the results or consequences of your joining this programme.

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.....

Cause and Effect

We have discussed a paragraph which gives reasons to support a topic, and a paragraph which deals with effects. Often, however, cause and effect are more closely related, forming a chain where A gives rise to B, B to C and so on. In such a link, B is both a consequence of A and the cause of C. The paragraph below illustrates such a chain.

Example 5 (Paragraph developed by stating cause and effect)

Without sunlight there could be no form of life as we know it and all man's basic needs can be ultimately traced back to the sun. In the first place, by its light and warmth the sun directly creates the necessary conditions for man's survival. Secondly, the sun indirectly provides man with water, for the heat of the sun causes the damp air over the seas to rise and form clouds, which cool at a high altitude and consequently fall as rain. One result of rainfall is the formation of lakes and rivers, from which man takes his water supply and which can be used for hydroelectric power. At the same time, rain, together with sunlight, enables plants to grow, and plants provide food for man and also for animals, which are themselves another source of food for man.

[from Anita Debska : *Upgrade your English*, Oxford University Press.]

Glossary

'ultimately' : in the end

sur'vival : the fact of continuing to live

'high' altitude/'æltɪtju:d/ : great height

Self-check Exercise 9

In Example 5, the paragraph has been developed by stating the cause and the effect. By filling in the gaps below, you will be able to understand the organization of the paragraph.

Main Cause : the sun

Main Effect : Man's

Indirect effect : Rainfall

..... ii : Rainfall

Effect : formation of iii and iv

Cause : lakes and rivers .

..... v. : water and vi

Cause : rain + vii

Effect : plants viii

..... ix. : x

Effect : xi for man and xii

You have already noted the reasons for your joining IGNOU and the effect it will have on your future career. Now write a paragraph of about 150 words combining both the reasons and the consequences of your joining IGNOU.

because (of)	resulting in
since	leading to
on account of	causing
thanks to	consequently
	with the result that

This image shows a single page from a notebook or ledger. It features approximately 20 evenly spaced horizontal blue lines across its width. The left edge of the page has a vertical margin line, creating a narrow left margin. There are no markings, text, or drawings on the page.

Often when we write, we need to explain what something is or means, especially if we feel that our readers may not be familiar with it. This generally happens when we use technical terms or when we want to give our own meaning to an ordinary word.

Term	Class	Differentiation
widow	a woman	whose husband has died
surgeon	a doctor	who performs medical operations

30

Some concepts or ideas cannot be defined in such a manner, and for this purpose extended definitions are useful. Topic sentences which relate to concepts such as 'freedom', 'democracy', etc. need the support of specific examples. In fact, both in our thinking and writing, we often require extended definitions. This is done by adding details like uses, component parts, examples, being similar to something else, being different from something else, and stating what it is not.

Sometimes a definition is used in the midst of other forms of writing, and sometimes the definition itself becomes the focus of a piece of writing.

Example 6 (Paragraph developed by definition)

A map is a representation of an area of land, sea, or sky. Maps have been used since the earliest civilizations, and explorers find that they are used in rather primitive societies at the present time by people who are accustomed to travelling. For example, Arctic explorers have obtained considerable help from maps of the coast lines showing settlements, drawn by Eskimo people. Occasionally maps show not only the roads, but pictures of other features. One of the earliest such maps dates from about 1400 B.C. It shows not only roads, but also lakes with fish, and a canal with crocodiles and a bridge over the canal. This is somewhat similar to the modern maps of a state which show for each large town some feature of interest or the chief products of that town.

C.C. Wylie

Glossary

representation : a picture

civilization : stage of human social development

accustomed to : used to

explorer : one who travels in unknown lands for the purpose of discovery

Analysis of the Paragraph

Definition : 'A map is a representation of an area of land, sea or sky.'

Generalization : 'Maps have been used.... who are accustomed to travelling.'

Example: Arctic explorers

Generalization : Occasionally maps show not only the roads, but pictures of other features

Example: Maps of both ancient and modern times.

Self-check Exercise 11

Use the sentences given below to write a paragraph on Mammals. The paragraph should be arranged in the following order :

Definition

Generalization by differentiation

Examples (2 examples)

Generalization

You may make any changes in the language and introduce any connectives you feel are required to write a smoothly flowing passage. You will need, for example, to replace some of the nouns with pronouns and avoid unnecessary repetitions.

- i) Mammals differ from the other vertebrates in their system of reproduction.
- ii) The young mammals are protected within the mother's body.
- iii) After birth the young mammals are nourished with milk secreted by the milk glands of the mother.
- iv) A mammal is a warm-blooded vertebrate that has four limbs and a hairy skin.
- v) Mammals are an extremely varied group, ranging in size from the mammal, the blue whale, which is 150 tons to the grams.

Glossary

'vertebrates (n.) : animals which have a backbone

se'creted/sɪ'kri:tɪd/: produced

'varied : of different kinds

'shrew/fru:/ : a very small mouse-like animal with a long pointed nose

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Grammar and Usage

When we define an object or a concept we often need to describe its characteristics. For instance look at some of the sentences in Exercise 11.

A mammal is a warm-blooded vertebrate *that has four limbs and a hairy skin.*

.... the blue whale, *which is 150 tons*,

Relative clauses (italicized in the examples above) behave like adjectives because they qualify nouns: *vertebrate* and *whale*.

Relative clauses are of two types : defining and non-defining, according to their function in the sentences in which they occur. Here, we shall discuss the defining relative clauses. They are called defining relative clauses because they define or specify the noun which they qualify. They form an essential part of a sentence, as it remains logically incomplete if this additional information is not provided. A defining relative clause is never separated from the noun it qualifies by the use of commas.

A defining relative clause begins with a relative pronoun : *that, which, who, whom, whose*. *That* may refer to persons or things, *which* is used only for things, and *who* for persons. The possessive and object forms of *who* are *whose* and *whom/who*. *Whom* and *which* may be preceded by a preposition : *about whom, of which*.

Self-check Exercise 12

Complete the definitions below with appropriate relative pronouns:

- i) Biology is a science studies living beings.
- ii) Darwin was the person wrote *The Origin of Species*.
- iii) Mammals are a class of animals young are fed on the mother's milk.
- iv) An animal has a large brain is called an anthropoid.

2.6 COMPARISON AND CONTRAST

So far we have been discussing ways of developing paragraphs which deal with only one topic. Sometimes a topic can be developed by showing how two things are alike or how they are different. In fact comparison and contrast are common devices in writing, mainly because we tend to think that way. Our decisions are often based on comparison and contrast. For instance, comparison and contrast dominate our thoughts when we decide to join a particular college or university, when we choose a career or a job, and even when we buy a particular brand of tooth paste. We often compare our teachers, our neighbours, the cities we have been to, the food served at different restaurants, and so on. Hence comparison and contrast are a continuous process in our lives.

We generally compare or contrast two items for three basic purposes :

- i) We wish to point out distinctions in order to give **information** about the two things.
- ii) We wish to **clarify** the unfamiliar by comparing it with the familiar.
- iii) We wish to show the superiority of one thing over another; when we compare two cars, for example.

There are two ways of arranging information when comparing or contrasting things. One is to write down all the main points about one of the things to be compared or contrasted and then to take all the main points about the other.

Person/thing 1

Point 1
Point 2
Point 3

Person/thing 2

Point 1
Point 2
Point 3

The other way is to take each point in turn and to compare the two things in respect of each point like this :

Person/thing 1

Person/thing 2

Point 1 → Point 1
↓
Point 2 → Point 2
↓
Point 3 → Point 3

Example 7 (Paragraph developed by comparison)

The existence of a hierarchy helps to assure order and discipline, and these things are important among monkeys just as they are among humans. They permit, first, the making of quick decisions. Whenever people are brought together, they will only be able to reach decisions quickly if some kind of hierarchy is established. Every jury needs its foreman; every cricket team needs a captain. The same is true of monkeys. Some animal in the group has to decide when the group shall move, which direction it shall follow, what action it shall take to avoid predators. Some form of leadership is essential if action is to be taken quickly, and hierarchy has come into existence to avoid continual infighting which could be the consequence of total equality.

(Adapted from *The Primates* by Eimerl, S. and De Vors, I. Time-Life Series)

Glossary

- hierarchy**/'haɪərɑ:kɪ/ (n.) : the organization of a system into higher and lower ranks
'foreman : the leader of the 12 people (jury) appointed to decide whether a person on trial is guilty or not
'predators/'predətəz/ : animals that live by killing and eating other animals
'infighting : fighting or disagreement within the group

Analysis of the Paragraph

Topic sentence : 'The existence of a hierarchy helps to assure order and discipline, and these things are important among monkeys just as they are among humans.'

Reason:

Subject 1 : People

Subject 2 : Monkeys

Summing up : 'Some form of leadership is essential.... consequence of total equality.'

Self-check Exercise 13

Reading Comprehension

The paragraph given above is organized by first discussing one subject and then comparing it with another. Let's try and understand the paragraph better.

Fill in the gaps :

- a) Having a hierarchy is essential for both men and monkeys because
- b) It is particularly important for men because
- c) Give three reasons why it is particularly important for monkeys to have a form of hierarchy.
- i)
- ii)
- iii)
- d) The writers of this paragraph
- i) believe in dictatorship.
- ii) are being practical.
- iii) do not believe in equality.
- (Tick the correct answer.)

Example 8 (Developing a paragraph by contrast)

We live on the planet Earth, a ball of rock 12,750 km in diameter. Like all the planets, the Earth rotates on its axis and orbits the sun. But the earth is not alone. It has a companion on its travels — the moon — which orbits the Earth once a month. But the two worlds are very different. The Moon is a dead planet. It has no volcanoes or geological activity, it is airless, waterless and lifeless. The Earth, on the other hand, is lush and fertile. It supports millions of living things — plants, insects, birds, animals and human beings. It has fascinating erupting volcanoes. Since the moon has no atmosphere to protect it, its surface is heated to 105°C during its day, and cools to -155°C at night. In contrast, the Earth is covered by an atmosphere which we can breathe, and which also keeps the temperature quite constant.

Glossary

ro'tates : turns around a fixed point

'axis : an imaginary line around which a spinning body moves.

'orbits : goes round

vol'canoes/vɒl'keɪnəvz/ : mountains with large openings at the top through which melting rock, steam, gases, etc. escape from time to time with great force from inside the earth.

geo'logical ac'tivity : activity which relates to the physical changes in the structure of the earth, especially relating to rock, soil, etc.

lush/lʌʃ/: thickly and healthily growing (especially plants)

e'rupting : exploding and pouring out fire

Self-check Exercise 14

Unlike Example 7, the paragraph in Example 8 has been organized by talking about the earth and contrasting it with the moon. This exercise is to help you analyse the paragraph.

Analysis of the Paragraph :

- 1 What is the topic sentence?

.....

- 2 Fill in the gaps in the following table to show the contrast between the moon and the earth.

The moon	The earth
1	1 lush and fertile
2	2 has volcanoes
3 airless, waterless and lifeless	3
4	4 has atmosphere
5 very hot during the day, very cold during the night	5

Self-check Exercise 15

Write a paragraph of your own contrasting the Arctic and the Antarctic regions. The first sentence and some points describing the two regions are given below. The expressions of contrast listed here may also help you in developing the paragraph.

First sentence : The northern and southern polar regions are different in many ways.

Northern (Arctic) region

ice-covered sea —surrounded by land

varied climate

more rainfall

much plant life

exploited for trade

Southern (Antarctic) region

huge continent — surrounded by ocean

climate less varied; cold throughout the year;

less rainfall

empty desert;

no trade at all

Expressions of contrast

is different from, can be distinguished from, but, yet, while, although, whereas, despite the fact that, on the other hand.

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2.7 LET US SUM UP

In Units 1 and 2 we have introduced you to the elements that go into the organization of a good paragraph, such as the topic sentence, the development of the topic, coherence, and the use of linking devices. We have also discussed different techniques of developing paragraphs, such as illustration, description, cause and effect, definition, and comparison and contrast. You should now be able to use these techniques in writing paragraphs on different topics.

2.8 KEY WORDS

An'tarctic : the most southern part of the world

'Arctic : the most northern part of the world

cause : something that produces an effect

com'parison : examining one thing against another to show the points of likeness or difference

'contrast : comparing two things or people to make the differences clear

defi'nition : giving the meaning

de'scription : giving a picture in words

ef'fect : a result

Illustration : giving examples

'paragraph' : a division of a written piece made up of one or more sentences

2.9 SUGGESTED READING

B. Evans (ed.) *The Natural History of Nonsense*, Alfred A. Knopf, Inc.

2.10 CASSETTE RECORDING

An audio-cassette recording based on Units 1-2 is available at the study centres of the University.

2.11 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

- | | |
|---|---|
| a) All warm-blooded animals are incredibly helpless at first. | |
| b) | |
| 2 Seals and sea lions | <i>Skills to be Developed</i>
learn to swim. |
| 3 Birds | learn to sing well. |
| 4 Harvest mice | learn to build nests. |
| 5 Young elephants | learn to use their trunks. |
| 6 Spiders | learn to make webs. |

Exercise 2

- i) incredibly
- ii) adept
- iii) deprived
- iv) drowned
- v) hindrance

Exercise 3

Here is a specimen description of a room. Check it with yours.

My Room

The room I live in is medium-sized, about 15 feet by 10 feet. The walls are cream-coloured and the door and the window are painted white. There are beds in the centre of the room. I use one, and the other is used by my sister whenever she's in Delhi. On one side there are two cupboards, one made of steel and the other wooden. The steel cupboard serves as a wardrobe, while the wooden cupboard has books in it. On the other side there is a writing desk, where I do all my reading and writing. The window has a cooler fitted in it, which makes the room dark. I have to keep the door open all the time to get light and fresh air.

Exercise 4

- 1 'our 300-pound playboy', 'his laughing face'.
- 2 (iii)
- 3 nostril
- 4 (i)
- 5 (ii)

Exercise 6

- 1 glaciers, frost, strong winds, water
- 2 i) chemicals
- ii) weathering
- iii) Rainwater
- iv) streams
- v) rivers
- vi) weathered

Exercise 7

- i) an earthquake
- ii) damage

Details of the effect

- | On land | At sea | In mountain regions |
|----------------------------------|-------------|---------------------------------------|
| 1 Gas mains burst | Tidal waves | Avalanches roar down into the valleys |
| 2 Explosions | | |
| 3 Fires | | |
| 4 Underground railways destroyed | | |

- 5 Buildings collapse
- 6 Dams burst
- 7 Bridges fall
- 8 Cracks in the streets

Exercise 9

- i) survival
- ii) Cause
- iii) lakes
- iv) rivers
- v) Effect
- vi) hydroelectric power
- vii) sunlight
- viii) grow
- ix) Cause
- x) plants
- xi) food
- xii) animals

Exercise 11

(iv), (i), (ii), (iii), (v)

Exercise 12

- i) that/which ii) who iii) whose
- iv) which/that v) which

Exercise 13

- a) it helps to keep order and discipline.
- b) it helps them to make quick decisions.
- c) It helps them to decide
 - i) when the group shall move,
 - ii) which direction it shall follow, and
 - iii) what action it shall take to avoid predators.
- d) (ii)

Exercise 14

- | | |
|--|-------------------------------|
| 1 'But the two worlds are very different.' | |
| 2 The moon | The earth |
| 1 dead planet | 3 air supports life |
| 2 no volcanoes | 5 temperature fairly constant |
| 4 no atmosphere | |

Exercise 15

Here is a specimen paragraph. Compare it with yours.

The northern and southern polar regions are different in many ways. The most important difference is in terms of the distribution of land and water. The northern Arctic region is an ice-covered sea, almost completely surrounded by land. The Antarctica, on the other hand, is a huge continent which is surrounded by a great ocean. Because of this, other differences occur. The Arctic has a varied climate, while the Antarctic climate varies little. It rains more in the Arctic than in the Antarctic. Although the Arctic has plant life, the Antarctica is an empty desert. Whereas the Arctic has been exploited economically for centuries, trade has never really touched Antarctica.

(Adapted from K. Johnson: *Communicate in writing*)