
UNIT 6 DEVELOPMENT OF PARAGRAPHS

Structure

- 6.0 Objectives
 - 6.1 Introduction
 - 6.2 The Topic Sentence
 - 6.3 Illustration
 - 6.4 Cause and Effect
 - 6.5 Definition
 - 6.6 Comparison and Contrast
 - 6.7 Let Us Sum Up
 - 6.8 Key Words
 - 6.9 Cassette Recording
 - 6.10 Model Answers
-

6.0 OBJECTIVES

The aim of this unit is to help you in a systematic way to write good paragraphs. We shall introduce you to some of the elements that go into the organisation of a good paragraph. We shall also discuss some of the techniques of developing paragraphs, and help you make use of these techniques in writing your own paragraph.

After you complete this unit, you should be able to write well organised paragraphs of your own.

6.1 INTRODUCTION

Most pieces of writing require more than one paragraph. Mastering the art of writing a paragraph is essential to success in any form of writing, whether it is a letter, a report, or a newspaper article, since all longer pieces contain a series of related paragraphs. In, these longer pieces of writing, paragraphs generally introduce new ideas to develop the central theme. The division into paragraphs also prevents boredom as it provides a physical break on the page.

In this unit we shall offer you some guidance in writing single paragraphs. We shall discuss the organisation of paragraphs, and the elements that make a good paragraph. We shall also make you aware of the different techniques of paragraph writing, such as illustration, cause and effect, definition and comparison and contrast. You will be able to make use of these techniques in writing your own paragraph.

After you have developed your skills in paragraph writing, you will be able to write paragraphs in a longer composition.

6.2 THE TOPIC SENTENCE

You already know that any longer piece of writing is divided into a number of paragraphs. Have you ever considered what a paragraph is?

A paragraph is a piece of writing which is unified by a central, controlling idea or theme. This idea or theme is called the topic of the paragraph. It is sometimes expressed at some place in the paragraph by one sentence, which is usually called the topic sentence. This topic sentence may be a statement, a generalization, or a problem. This sentence is most frequently found at the beginning of the paragraph, but can sometimes come at the end or even in the middle of the paragraph. Very often there may not be a topic sentence at all, but it may be implied within the paragraph. However, at this stage, it may be useful for you to develop your paragraphs by writing out your topic sentence.

The vast majority of people, wherever they live and whatever their occupation, come in contact with animals in one way or another and have to deal with them. It is obvious that the hunter has to know the ways of his quarry, that the farmer must be aware of the habits of his farmyard animals and of creatures that damage his crops; that the fisherman must know when and where to find his fish and how to outwit them. Even the modern city dweller meets animals. He may want to ward off the roaches in his kitchen or he may keep a dog or a bird and grow familiar with the way his pet behaves. All over the world, among primitive tribes as well as in modern society, there are those who delight in the observation of animals, and there is a growing awareness of the fact that sharing our world with our fellow creatures is like travelling together. We enjoy being surrounded by other beings who, like ourselves, are deeply absorbed in the adventure of living. There is a growing sense of marvel and also of affinity.

(From Nikka Tinbergen(ed.) *An infant science* in Animal Behavior, Life-Time Books)

Glossary

contact (n.): the condition of meeting or coming together
quarry (n.): an animal or bird which is being hunted
outwit : win by being cleverer
city dweller : one who lives in the city
roaches : informal word for 'cockroaches'
absorbed: interested
marvel (n.) : wonder
affinity : close connection

Beginning a paragraph with a topic sentence helps the writer and the reader. As a writer, you will have less difficulty in constructing a unified paragraph because you will relate every sentence to the topic sentence and the central idea it expresses. And your reader will know immediately what the paragraph is about because the opening sentence states the central idea.

Placing the topic sentence at the end or in the middle is a more difficult skill. The advantage in having it at the end is that all the sentences build up to this topic sentence and the conclusion becomes more effective. Look at the example below where the topic sentence is at the end.

Example 2 (Topic sentence at the end)

In the year 1830 a French official unearthed, in the valley of the Somme, strange implements of flint now recognized as weapons with which the men of the old Stone Age made war. With these modest tools of death, it seems, Neanderthal men from what is now Germany, and Cro-Magnon men from what is now France, fought fifty thousand years ago for the mastery of the continent, and after a day of lusty battle, left perhaps a score of dead on the field. Twenty years ago modern Germans and modern Frenchmen fought again, in that same valley, for that same prize, with magnificent tools of death that killed ten thousand men in a day. One art alone has made indisputable progress in history and that is the art of war.

(Adapted from Will Durant : *Why Men Fight*)

Glossary

unearthed: dug up
implements : tools
flint : very hard gray stone
Stone, Age: the earliest known time in the history of man, when only stone was used for making tools, weapons, etc.
modest: simple
Neanderthal: a type of early human creature who lived in Europe during the early Stone Age
Cro-Magnon man: prehistoric man, who lived in South-western Europe and used bone and stone implements
The Continent: (here) Europe
Lusty battle: energetic fighting
score: twenty
magnificent: grand and powerful
indisputable (adj.): which is too certain to be questioned

Check Your Progress 1

1. Locate the topic sentence in the paragraph below and state where it should actually be placed.

After you have completed the exercise, you should check your answer with that given by us at the end of the unit.

In Mother's Shadow

During its early weeks, it depends almost completely upon her, and she, in turn fastens her attentions upon it, although from time to time she will allow the other females to hold and fondle it. Sheltered by its mother, the growing infant gradually widens its contact with the outside world. Though its first week is spent sleeping and nursing, by its second it is already stumbling about and being restrained by a yank of the tail or leg. Nothing could be more important to the development of an infant Indian langur than its relationship with its mother. At four weeks, on unsteady feet, it ventures forth and discovers the world or at least that part of it within a safe three or four feet of its mother.

[Adapted from Eimerl, S. and De Vors. I. (eds.) "The Monkey's Success in the Trees" in *the Primates*, Time-Life Books]

Glossary

fastens her attentions upon it : fixes her mind on it by watching it or listening to it

fondle (v) : stroke lovingly

nursing : sucking milk from the mother's breast

stumbling: walking on unsteady feet

restrained: held back

vank (n.); a sudden, sharp pull

infant: a very young creature

ventures forth: takes the risk of going forward

Check Your Progress 2

1. Is there a topic sentence in the following paragraph? Underline it, if it is there. If you don't find a topic sentence, state the main idea of the paragraph in your own words.

Men have cleared away forests to make fields for growing crops. They have moved mountains to make room for roads and cities. They have built huge dams across rivers to turn valleys into lakes, and they have built dykes to push back the sea and create more dry land to live on. Once everyone cheered at the progress that man made in changing his environment like this, but now many people are worried by the problems that such changes can bring. When the Aswan Dam was built across the River Nile in Egypt, it was meant to help the farmers by giving them water when they needed it. Unfortunately, people did not realise that much of the nourishing food for plants in the river would be trapped by the dam, so the farmers' crops would suffer. Also, hundreds of kilometers away at the mouth of the River Nile, less fresh water pours into the Mediterranean Sea. This means that the sea will become more salty and fewer fish will be able to live in it. When this happens, people who catch fish for their living will suffer.

[From Govil, M. and Subramaniam V. (eds.) *Explorations*, Madhuban Educational Books]

Glossary

dykes (n.): thick banks or walls built to control water
nourishing: causing to stay alive or grow
trapped: held back, blocked

6.3 ILLUSTRATION

In order to develop the central theme of a paragraph, you have to expand the idea contained in the topic sentence. This can be done 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.

Let's first look at this illustration.

Giving examples is one of the easiest ways of developing of 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 of illustrations by using expressions like *for example*, *for instance*, *an example*, etc.

Now look at the paragraph given under example 1 again. You will notice that this paragraph is developed mainly by adding examples, i.e. by the technique of illustration. Let us analyse the paragraph.

1. Topic sentence: The vast majority of people, wherever they live and whatever their occupation, come in contact with animals in one way or another and have to deal with them.
2. Examples given to develop the paragraph:
 - i) the hunter
 - ii) the farmer
 - iii) the fisherman
 - iv) the city-dweller
3. Summing up: This is done by stating that there is a common bond between man and other creatures.

Now, read example 3 given below. It is an example of the development of a paragraph by using the technique of illustration.

Example 3 (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

incredible: 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 limp of certain large sea animals with a flat edge used for swimming

adept (adj.): highly skilled

hindrance (n): something that prevents an activity

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.

modification: change

web: a net of thin threads spun by the spider

spinneret: an organ of certain spiders which produces a silky thread used in spinning a web

Check Your Progress 3

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

- What are the topic sentences in this paragraph?

.....
.....

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

	Names of Animals	Skills to be developed
i)	Young birds and bats	learn to fly.
ii)
iii)
iv)
v)
vi)

Analyse this paragraph. Base yourself on the analysis done for Example 1 in 10 lines.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

When you write a paragraph where you have to give examples to support your topic sentence, you should 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.

6.4 CAUSE AND EFFECT

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

We often have occasions 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 4 (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 in *Science World*)

worn away: caused to disappear

erosion: the action of wearing away

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

Check Your Progress 4

1. 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 the IGNOU Computer Programme? Jot down your reasons.
-
.....

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 5 (Developing a paragraph by listing effect)

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 caves 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

immense : very great

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

gaping caves: wide openings or cracks

tidal waves: very large ocean waves

avalanches: large masses of snow and ice, sliding down a mountain side

terrifying: filling with terror

Check your Progress 5

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

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.

Check Your Progress 6

1. In Check Your Progress 4 you noted the reasons for joining the IGNOU Computers programme. Now write down what you think will be the results of consequences of your joining this program.

.....

.....

.....

.....

.....

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 to D 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 6 (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

survival: the fact of continuing to live

high altitude: great height

Check Your Progress 7

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.....i.....
Indirect effect	:	Rainfall
....ii.....	:	Rainfall
Effect	:	formation ofiii.....and.....iv.....
Cause	:	Lakes and rivers
....v.	:	water and.....vi.....
Cause	:	Rain +.....vii.....
Effect	:	Plantsviii.....
....ix	:x.....
Effect	:xi..... for man and.....xii.....

Check Your Progress 8

1. You have already noted the reasons for your joining the IGNOU Computers-programme 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.

You may find some of the following words/phrases useful in developing your paragraph:

because (of)	Resulting in
Since	Leading to
on account of	Causing
thanks to	Consequently
	With the result that

.....

.....

.....

.....

6.5 DEFINITION

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.

The simplest way to define a term is by giving a synonym or by placing the word in a general class and then distinguishing it from others in that class. For example

Term	Class	Differentiation
Widow	a woman	Whose husband has died
surgeon	a doctor	Who performs medical operations

Such definitions are rather formal in style and are generally found in dictionaries. The concept "bride" cannot be defined in such a manner, and for this purpose extended definitions are useful. Topic sentence, which relates 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 7 (Paragraph developed by definition)

A map is a representation of an area of land, sea, or sky. Maps have been used since the earliest civilisations, 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

civilisation: stage of human social development

accustomed to: used to

explore: 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."

Generalisation: "Maps have been used...who are accustomed to travelling."

Example: Arctic explorers

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

Example: Maps of both ancient and modern times

Check Your Progress 9

1. 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)

Generalisation

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.

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

Glossary

vertebrates (n.): animals which have a backbone

secreted: produced

varied: of different kinds

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

6.6 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 neighbors, 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 purpose:

- 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

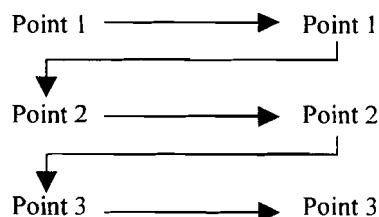
Point 1
Point 2
Point 3

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



Example 8 (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** (n.): the organisation 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: 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.'

Check Your Progress 10

Write a paragraph on the following topic. The points to develop the paragraph are given below. You may develop these points and add any others that you wish.

There are a lot of similarities between an infant and a very old person's dependence on others. Both are extremely dependent on others.

Example 9 (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. The moon, on the other hand has fascinating erupting volcanoes since it 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

- rotates**: turns around a fixed point
axis: an imaginary line around which a spinning body moves.
orbits: goes round
volcanoes: 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.
geological activity: activity which relates to the physical changes in the structure of the earth, especially relating to rock, soil, etc
lush: thickly and healthily growing (especially plants)
erupting: exploding and pouring out fire

Check Your Progress 11

Unlike Example 8. the paragraph in Example 9 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

Check Your Progress 12

1. 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 poles are different in many ways.

Northern (Arctic) region	Southern (Antarctic) region
Ice-covered sea surrounded by land	huge continent-surrounded by ocean
Varied climate	climate less varied: cold throughout the year;
More rainfall	less rainfall
Much plant life	empty desert;
Exploited for trade	no trade at all

Expressions of contrast: different from, can be distinguished from, but, yet, while, although, whereas, despite the fact that, on the other hand.

.....

.....

6.7 LET US SUM UP

In Unit 6 we have introduced you to the elements that go into the organisation of a good paragraph, such as the topic sentence and the development of the topic. We have also discussed different techniques of developing paragraphs, such as illustration, cause and effect, definition, and comparison and contrast. You should now be able to use these techniques in writing paragraphs on different topics.

6.8 KEY WORDS

Antarctic	:	the most southern part of the world
Arctic	:	the most northern part of the world
cause	:	something that produces an effect
comparison	:	examining one thing against another to show the points of likeness or difference
contrast	:	comparing two things or people to make the differences clear
definition	:	giving the meaning
description	:	giving a picture in words
effect	:	a result
illustration	:	giving examples

paragraph : a division of a written piece made up of one or more sentences
topic : a subject for talk, writing, etc.

6.9 CASSETTE RECORDING

An audio-cassette recording based on this unit is available at the study centres of the University.

6.10 MODEL ANSWERS

Check Your Progress 1

Nothing could be more important to the development of an infant Indian langur than its relationship with its mother. The correct position: at the beginning of the paragraph.

Check Your Progress 2

There appears to be no topic sentence as such.

Main idea: By tampering with nature, man has created new problem for himself.

Check Your Progress 3

1. All warm-blooded animals are incredibly helpless at first.
2. **Name of Animals** **Skills to be Developed**

2. Seals and sea lions	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.
3. Topic sentence: All warm-blooded animals are incredibly helpless at first.

Example :	Young bird and young bats
	young seals and sea lions
	Birds
	harvest mice
	young elephant
	young spiders

Check Your Progress 5

- i) an earthquake
- ii) damage

Details of effect

On land	At sea	In mountain regions
1. Gas mains burst	Tidal	Avalanches roar
2. Explosions	waves	down into the valleys
3. Fires		
4. Underground railways destroyed		
5. Buildings collapse		
6. Dams burst		
7. Bridges fall		
8. Cracks in the streets		

Check Your Progress 7

Development of Paragraphs

- 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

Check Your Progress 9 (sample)

A mammal is a warm-blooded vertebrate that has four limbs and a hairy skin. However, they differ from the other vertebrates in their system of reproduction. The young mammals are protected within the mother's body. After birth they are nourished with milk secreted by the milk glands of the mother. Another interesting characteristic - they are an extremely varied group, ranging in size from the largest mammal, the blue whale, which is 150 tons, to shrews, which only a few grams.

Check Your Progress 10

There are a lot of similarities between an infant and a very old person. Of course, the most obvious characteristic is the extreme dependence of both on others. A baby has to be fed, washed and also entertained. An old person, also, because of the frailty of his body, depends on others to do things for him. His food often special has to be cooked for him, just as for a baby. If he is unfit, he has to be washed and bathed as well. And as old age advances a certain self-centeredness develops - which is there in babies as well.

Check Your Progress 11

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	

Check Your Progress 12

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*)