
UNIT 7 WRITING A COMPOSITION

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7.0 OBJECTIVES

Composition requires organised thinking and writing, and both these activities have been discussed in this unit. By the end of this unit you should have

- the ability to select a topic for a composition, keeping in mind the interests of your reader and your own knowledge of the subject; and.
- the skills to plan your composition in two stages: the pre-writing and the writing activities.
- the ability to write a composition.

7.1 INTRODUCTION

Composition is the act of putting together parts, according to a plan, to form a whole. That is to say, every composition requires organization. Every composition has a shape or design- it begins somewhere, and in an orderly manner, moves in some direction. A poem, a piece of music, a sculpture, or a painting, is such a composition. The composition we are talking about is that of a piece of writing..

At school you have already written essays, which are one form of composition. You must know that it is the writer's control and direction of his material which gives unity and clear expression to his writing.

A composition grows naturally from the first paragraph you have written. You have studied paragraph writing in Unit 6. You will find that, on some topics, you may wish to say more than you are able to put into one paragraph. You probably wish to write about a topic in greater detail. Give more examples, or tell a story. So one paragraph is just not enough.

You have already learnt how to plan and write a paragraph. The guidelines for writing paragraphs will be useful in writing a composition also; but here you have a larger unit of writing, with a number of paragraphs. Therefore it is a more comprehensive activity needing more complex skills.

In this unit we shall draw your attention to some of the major organizational problems of a composition and also suggest ways in which to tackle them. We shall present a model composition at the very beginning of the unit and refer to it throughout.

7.2 A MODEL - COMPOSITION FOR STUDY

Read the following passage. We shall refer to it to illustrate some of the major points we shall be making in this unit.

Growing up to be a Monkey

Nothing could be more important to the development of an infant Indian langur than its relationship with its mother. During its early weeks, it depends almost completely upon it—although from time to time she will allow the other females to hold and fondle it. Secure in this maternal haven, the infant gradually comes to widen its horizons. 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. At four weeks, tripping over itself, it ventures forth and discovers the world - or at least that part of it within a safe three or four feet (0.9 to 1.2 m.) of its mother.

As its excursions into the world grow bolder, the maturing infant Indian langur begins to encounter age-mates. At first, with its attention span still short, its coordination still imperfect, it retreats from such social contact, scampering "home" for a swig of milk before settling down to play by itself. But by its third month it need no longer rely entirely on its mother. It now learns how to eat solid foods by sampling those the mother consumes. In a demonstration of its increasing freedom, it spends more and more time away from her side in the company of other young monkeys. This loosening of ties corresponds to change in the color of the infant's coat from brown to light gray. At five months it ranges 20 to 30 feet (6 to 9 m) from its mother for 20 minutes or so at a time, climbing tree trunks and branches and playing. But despite its new-found independence, the infant still is under its mother's care, still under her watchful eye.

Growing up involves long hours of play, in groups of two, three or more. The young monkeys jump, wrestle, chase each other and pull each other's tails. As they become older, they grow more mischievous, teasing the adult females, jumping on them, bumping up against them, and grabbing their hair or swinging from their dangling tails. By the time Indian langurs reach their 10th month, they are spending upward of four hours a day hard at play and often travel together, rather than with their mothers, when the troop moves from one area to another. Unlike the females, the young males now begin to have contact with the older males - but almost always in the same highly stereotyped manner. Screeching, they first touch the adults, then tensely they mount them, and finally run around and embrace them.

About this time, when life would seem to be at its very best, something untoward happens - the infants begin to be rejected by their mothers as part of the two-to-five month weaning process. No longer able to run to their mothers at every scare, no longer protected by them when threatened by adults, the weaned infants—or juveniles, as they are called - must learn to solve their own conflicts themselves. And in doing so, they become full-fledged members of the troop - and eventually grown-up monkeys.

(From Eimerl, S. and De Vors, I. (eds.). 'The Monkey's Success in the Trees' in *The Primates*, Time-life Books)

Glossary

secure	: safe
haven	: a place of calm and safety
horizon	: the limit of one's view
tripping	: losing one's balance
co-ordination	: the way in which muscles work together when performing a movement.
retreats	: to move back from something unpleasant
stereotyped	: having a fixed pattern
weaned	: accustom a young animal to other food than its mother's milk.

7.3 WHAT YOU MUST DO BEFORE WRITING YOUR COMPOSITION

As we have said earlier, a composition is an organised piece of writing we shall now show you ways in which to organise your material. To begin with, you must know who you are writing for, keep in mind the interests of your reader and his level of ability. Here are some questions you can ask yourself:

- For whom am I writing, and why?
- How can my writing appeal to him?
- How much does he already know about the subject I am writing on?

Further, you must have enough information on your topic to write a number of paragraphs. You must know enough to define, elaborate and illustrate your theme.

7.3.1 Decide on Your Topic

The first step in writing any composition is to decide on a topic. Of course, on many occasions the topic is already given to you. However, sometimes you have to pick one yourself. Then you have to decide what is a worthwhile subject for your composition. It is anything that interests you. Remember, however, that you must develop your subject in a coherent and unified manner. You must ask yourself whether you know enough about the subject to discuss it in some depth. If you do not, then can you do the required research to develop your topic more fully? Is the information available? And do you know where to find it?

There is no limit to the search for materials or topics, but here are some suggestions for choosing the topic:

- i) Choose a subject you feel strongly about. You will enjoy writing about it, and it will be convincing to your reader.
- ii) Choose a subject about which you know quite a lot.
- iii) If you are bored by a subject, avoid it, because your composition will only bore your reader.

7.3.2 Limit Your Topic

When a student chooses a topic for composition, it is sometimes found that the title is too general, covering a broad area of experience. Such a composition cannot be easily managed. It will have too many general statements, and they cannot all be supported by examples and illustrations. Therefore the next thing to do is to limit your topic to pin point the scope of the composition. Now your composition has a well-defined goal and it will be easy for you to strike out or omit all unnecessary matter. You may wish to write about 'Transportation', 'Energy', 'Animals', or 'Communication'. These topics cover very broad areas of experience and knowledge. You will have to select certain aspects of the topic for your composition. Unless you do that, you will not be able to focus yourself very well.

For example, you may decide to write a composition on 'Animals'. This is a broad topic as it does not make clear what aspect of animal life you plan to cover. You may narrow it down to 'Wild Life' or 'Domestic Animals'. This is still too large an area for one composition. You can narrow it still further - 'Monkeys'. But what aspect of the monkey interests you?

Perhaps you could concentrate on 'Growing Up to be a Monkey'.

Check Your Progress 1

1. The following list of topics appears to be too general and broad for adequate treatment. Within each topic, pin point three areas, suitable for a composition of about 400 words.

Transportation
Communication
Pollution
Space

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7.3.3 Gather and Order Your Data

Once you have decided on your topic, your next step is to write down all the ideas that you have in order to develop your topic. The purpose of this step is to put down as many ideas as possible on paper. You can organise and polish these ideas later, so don't concern yourself with any order or proper phrasing. As you begin to write down ideas, you may find that you haven't as many ideas on your subject as you first thought you had. You will then have to do more extensive reading and research. You may find that you are not certain about the accuracy of some points. Then you'll have to consult your resource material again. Now what could be your resource material?

1. Newspapers, magazines and television programmes.
2. Visits to libraries, archives and museums. You could even contact people who work in the field you wish to write about.
3. Talking to friends and colleagues can raise interesting questions and make you aware of different viewpoints.

Besides all the sources available to a keen student, we would like you to be aware that your own thinking and self-exploration can be one of the richest resources available to you. Consider the composition 'Growing up to be a Monkey' again. Your list of ideas would probably look like this.

Title:

- what does an infant langur look like when just born
- its relationship with mother
- its food
- beh. towards enut
- when does its relship with his mother gradually change?
- weaning process
- introduction of solid food
- is it very like a human baby
- contact with outside world
- awareness of other adults besides mother
- awareness of peers
- is there a difference bet the males - females
- physical changes from childhood to adulthood
- independence - when?

Notice that shortened forms have been used to write some long words : relship for relationship. Obviously plenty of research needs to be done to fill in all the gaps. More ideas need to be added some of them may be deleted. But it is something to start with.

Check Your Progress 2

1. Pick out any one topic from the list you prepared in Check Your Progress 1. Then jot down all the ideas that occur to you on that particular topic.

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The next step concerns ordering and arranging your ideas. Once you are flooded with facts, ideas, opinions, feelings, and illustrations, you will realise that to compose any writing from this material, you will have to arrange it in some order. This is necessary because.

- not all the ideas you have jotted down will be directly related to your theme: some will have to be discarded.
- you may also find that much of what you have jotted down is not worth writing about.
- much of the information jotted down is commonly known and will only make the composition dull:
- there may be repetition of ideas

You may discover that you do not have enough details to write a worthwhile composition. (It is details and facts make a composition interesting)

The items of information must be arranged in groups according to how like or unlike they are to each other, all similar items being grouped together. We shall offer a set of directions to follow in grouping ideas and facts.

1. All ideas, suggestions or facts that have something in common should be placed in one group
2. The natural flow of information from one group to another can be arranged according to some logical order. We shall list here some of the more important logical orders which underlie writing.
 - a) spatial sequence
 - b) chronological sequence
 - c) logical sequence (cause and effect)
 - d) matter arranged in decreasing order of importance
 - e) matter arranged in increasing order of importance

By now you will have a fairly good idea about your topic—how you wish to begin and where you would like your composition to end. You might even have a topic sentence written out, but do not start writing yet. You have yet to make your outline.

Example: Grouping Ideas

Perhaps one way of organising your material is as follows:

Growing Up to Be a Monkey: Relationship with Mother

- as soon as the baby langur is born
- a few months later
- when the infant becomes independent

Type of food it consumes

- mother's milk _____ how long?
- weaning process _____ when?
- solid food _____ when? when

Relationship with the rest of the world

- 1st few weeks _____ probably avoids all contact with the outside world
- when does it play with peers
- what kind of play
- when does it become aware of other adults
- what about its relationship with the envt.

Physical development/change

- Change of coat
- any difference between development of male-female

You may change your mind about this kind of grouping at a later stage. As you must have noticed grouping helps you to see the relationship between ideas. However, it is not necessary to cover all the items of a group in one paragraph, or to write a paragraph on each item.

7.3.4 Construct Your Outline

Now you are at the final step of the pre-writing stage- constructing an outline

An outline is like a road map which helps you to stay on the right path to reach your destination without any waste of time and effort.

- If you have prepared a good outline you will not have to revise your composition too often.
- You will not wander away from the topic.
- It will save you from repeating yourself.
- The more complicated the composition is, the greater the need for an outline.

Example Outline**Introduction**

Man responsible for progressive destruction of environment: he must change his attitudes and work harder to save his environment.

Body

1. Man responsible for environmental damage - politically, industrially and individually.
 - a) Government does not plan use of resources: this causes waste and pollution.
 - b) Privately owned industry causes waste and pollution as it aims at large profits with small investments.
 - c) Through need, carelessness and laziness, individuals cause damage to the environment.
2. Government, industry and individuals are now beginning to realize that they should prevent further damage.
 - a) In collaboration with international agencies, through enactment of laws, government is trying to save the environment.
 - b) Industrialists must accept the responsibility for recycling waste, and using safety measures to prevent pollution.
 - c) Individuals and groups are working in research laboratories to discover the causes of pollution and the means to save the environment.
3. What is being done is not enough.
 - a) Government must enforce its policies and laws strictly.
 - b) Industrialists must widen their goals to include social and national interests in building up pollution free industrial environments.
 - c) Media should educate the public about the concern for the environment.

Conclusion

Man must no longer look upon himself as the master of his environment. He is as dependent on the environment for survival as it is on him.

Check Your Progress 3

- i. After going through the sample given above, construct an outline of the model composition: ‘Growing up to be a Monkey’ given in Section 3.2

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Check Your Progress 4

1. You have already jotted down ideas on a topic of your choice. Now, write an outline on the same topic.

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7.4 WRITING THE FIRST DRAFT

You have already put down your ideas, and made an outline. Now its time to begin your composition. Always write more than one draft of your composition. This draft will include all the information in your outline, as well as an introduction and a conclusion. In writing your first draft pay more attention to the logical organisation of your ideas, rather than concentrating on the linguistic aspects. Proper choice of words and sentence structures can be adjusted when you revise your first draft.

To understand how a composition is written we shall study its major components: the beginning, the body, and the conclusion. However, before we come to the actual composition itself, let's give you a few guidelines for choosing a proper title for your composition.

- The title should be clear enough, short, and to the point, so that the reader is sure of the subject of the composition.
 - It should arouse interest and make a person want to read the composition.

The beginning of the composition is also referred to as the introduction, the introductory paragraph, or the opening paragraph. A beginning or an introduction is not necessarily limited to one paragraph. It can be just one sentence or a number of paragraphs, depending on the topic and the length of the composition. Also all compositions may not need to be introduced. We shall now talk about the functions of an opening paragraph.

The opening paragraph should state the subject or the main idea of the composition. This can be done in a number of ways, depending on the purpose of the composition. Does it seek to explain, argue, narrate, or describe? For instance, if the composition requires exposition, the topic should be stated immediately and exactly. This is a business-like approach, and you should come straight to the point. This approach is required in reports of meetings, scholarly and scientific writings, etc.

Example

Nothing could be more important to the development of an infant Indian langur than its relationship with its mother. In this opening sentence, even without the title, you can make a correct guess about the subject of the composition, and how it is going to develop.

Not only must the main idea be made clear. But the topic should also be indicated in the opening paragraph. The beginning also gives an idea of how the rest of the composition will be organised.

Example

"Science has obviously multiplied the power of the war-makers; the weapons of today can kill more people more secretly and more unpleasantly than those of the past".

- Most importantly, the opening should arouse the interest and curiosity of the reader. Here, are some hints on how to do this.
- Treat the reader as an intelligent and well-read person. Go straight to the point of the topic you are writing about instead of beginning with broad general statements, and then saying exactly what you mean. You can take it for granted that the reader already has a certain background of general knowledge.

Example

"It was long ago noticed that different plants open and close at different times of the day."

- Begin in such a way that your readers would want to read further, and would like to think about what you've written.

Example

"Are some people born clever, and others born stupid?

Or is intelligence developed by our environment and our experiences? Strangely enough, the answer to both these questions is "yes".

- Amuse the readers by a funny remark, an anecdote, or a simile, metaphor, or analogy.

Example

"My mother was always throwing out new ideas: some of them were rather wild; other were so simple and sensible that they very nearly amounted to genius: but the application of them was sometimes rather autocratic".

- Sometimes the use of a quotation or statistics can be very effective.

Example

"According to a survey done in the 1950s, one English person in every six believes in ghosts, and one in fourteen thinks he has actually seen one. These figures are high, but in the sixteenth and seventeenth centuries almost everyone believed in ghosts".

Check Your Progress 5

Rewrite and expand the following introductions to make them more informative and interesting. You could use a quotation, statistics, an anecdote and so on.

1. One of the most terrifying problems that afflict us at some point or the other in our lives is insomnia.
 2. How intelligence is developed in a human-being is a very interesting question.
 3. Hands are the most wonderful part of the human body.
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Check Your Progress 6

1. Write out the introduction of the topic of your choice.

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7.4.2 The Body

Your opening paragraph has stated the topic, limited it, and in so doing, has aroused the interest and curiosity of the reader. Now you have to tackle the body of the composition. Here your concern should be to develop the topic and to concentrate on the use of language to express your thoughts accurately. Only then will the reader be able to follow the flow of thought in your composition.

You have already learnt in Unit 6 to develop your topic through illustration, description, definition, etc. At the pre-writing stage you have been shown how to group your ideas and draw up your outline. What you further need to know is how to use language to make your ideas clear. We shall talk about two ways in which language can be used to give clarity and unity to your composition.

We shall refer to the first such use as signposts to guide the reader through the composition. These are words and phrases which enable the reader to follow the writer's thinking.

How do you recognize a signpost?

- Topic sentence of paragraphs become signposts through a composition.
 - Other signposts are words or phrases which tell the reader about the sequence or design of the composition - what you have done, are doing, will do next or later, will not do at all. The expressions **firstly, in the first place, secondly, in the second place**, for example, act as signposts.
- Paragraphing and indentation of quotations are also signposts to the reader.

Example

Look at the first paragraph of the model composition in Section 7.2. The first phrase ‘Nothing is more important...’ is a signpost. It indicates the feeling of the writer about his/her subject. S/he is going to give importance to the mother-child relationship in the growth of the infant langur. The phrase ‘During its early weeks’ in the second sentence and the word ‘gradually’ in the third sentence, are both signposts to the reader telling him/her how the infant grows.

Besides signposts **interparagraph transitions** are important in helping the writer to link the flow of ideas in a composition. Interparagraph transitions are words or phrases, which tie the beginning of a new paragraph to the one that goes before it.

Every new paragraph indicates some change in thought from the one before it. So every new beginning must be linked with the ideas expressed in the earlier paragraph. Here are some linking devices.

- **Repetition.** At the beginning of a paragraph pick up a keyword or phrase occurring at the end of the preceding paragraph.

Example

...But the element which is constant and common in all of them is *change*.

Change is the master key.

...The bringing *to an end of the life* of say, a spastic child, by the deliberate refusal of the fullest medical care, seems morally indefensible

Even if the *idea of bringing someone's life to an end* is based on compassion.....

- **Question and answer transition.** The question comes at the end of one paragraph and the answer is the first sentence of the next one.

Example

‘...Why cannot we be honest and say whatever comes into our heads?

The answer is that we are not good enough.’

- The opening sentence summarizes, in a subordinate phrase or clause, the idea of the previous paragraph, the main clause which follows states the topic of the new paragraph. *If* and *while* clauses are generally used in such cases.

Example

‘If we were to measure freedom by standards of nutrition, education and self government. We might rank the United States and certain nations of Western Europe very high.

- Pronouns such as *this, that, these, those* can be used to refer to a key noun of the last sentence of the previous paragraph. These words can also be used as determiners modifying a word or a phrase.

.....The dog has been taught, or ‘conditioned’, to salivate when he sees the man.

Having decided to study *this*, Pavlov developed scientific methods for doing so.

- Words and phrases showing logical relationships. Some of these expressions are: *therefore, however, but, consequently, thus, and so, even so, on the other hand, for instance*.

Example

...The sight of the dog, the faithful sentry of the previous night, being finished off in that brutal manner was somehow more horrifying than many things he had seen in this war.

But as soldier, he could see the reason why the dog had been killed.

Check Your Progress 7

1. Read the passage given below. Specify the inter-paragraph transitional devices that have been used.

How To Teach Children to Behave

Tuning in to your children's strengths rather than to misbehavior will do wonders.

Br Fitzhugh Dodson

In my 30 years as a psychologist and educator, I have tried to help parents understand that effective discipline teaches a child why certain behaviour is wrong and how to correct it. The main principle behind teaching children desirable behaviour is simple. When you see a child behave well, reward him with praise, a smile, hug or a pat on the shoulder something that indicates you think he is a splendid little person. This process does wonders for a child's behaviour. Picture for example a four-year-old boy, his two-year-old brother and their mother in a department store. The four-year-old is not running down the aisle, pulling toys off shelves or teasing his brother. What's his reward? His mother ignores him and goes ahead with her shopping, grateful for a few minutes of peace. But suppose his behaviour changes. He pushes his brother and starts dashing about. His mother immediately gives him attention by scolding him. Without knowing it she is breaking the 'Law of the Soggy Potato chip'.

A child naturally prefers a fresh crisp potato chip to a soggy one. But if the only chip the child can get is soggy, he'll take it. In other words, a child ordinarily wants positive attention from his parents, but if the only attention he can get is negative, he'll settle for that. It's better than none at all. Parents tend to pay more attention to their children when they misbehave. That only makes them misbehave more, because this is how they can get the attention they crave.

Condensed from "How to Discipline Effectively", by Fitzhugh Dodson

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Check Your Progress 8

1. Write the first draft of the body of the composition of your choice.

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7.4.3 The Ending

You have developed your topic fully through the body of your composition. You have said all you wanted to say, and you feel now that the composition should end. But you cannot just stop writing. You must plan your concluding paragraph.

First and last impressions, in any composition, are important. These are the parts a reader tends to remember, and it is in these paragraphs that you should put all that you wish the reader to remember - impressions, ideas, suggestion, opinions, judgements and predictions.

Whereas the beginning of a composition introduces and excites, the ending should tie up, round off, or summarise the main ideas.

- The substance of the concluding paragraph should recall for the reader all the main points of the composition. The theme introduced in the opening paragraph should be repeated to convince the reader that you have proved your point.

Example

The opening sentence of a composition on insects is as follows: 'Present-day-insects have spread to every habitable area on the face of the globe.'

This theme is developed through three successive paragraphs. It ends by summarising the discussion and stressing the theme of the composition.

'Wherever there is sufficient moisture, warmth, and food to support life, there the insects are well-established. Both in the number of species and in the number of individuals, the insects exceed any other visible form of life on the earth.'

- In a descriptive or a narrative composition the end comes naturally at the end of the description or the narrative. This is how an article on the travelling theatre of Maharashtra begins:

Example

'They are always on the move but they are not nomads... They are the Tamashawalas, the traditional performers who bring a few moments of undiluted happiness....'

And this is how it ends, suggesting new beginnings.

'Performance over, they return to their worn-out tents and shoddy existence. With the next sunrise they are once again on the move, dishing out dreams in the form of entertainment.'

Here are some other ways in which compositions can end, depending on the purpose of the writer and in what way he wishes to influence his reader.

- An ending can suggest a remedy or a course of action.

Example

'Today it is felt that possibly 50 per cent of hydrocephalic patients, if treated early can be salvaged for normal mental and neuro-muscular development. Long-term follow-up of results and research is essential.'

- An ending can offer a value judgement. Thus the conclusion to an article on eating-houses in Bombay offers the writer's judgement on Bombay restaurants.

'It used to be said that if you wanted to eat well in Europe you went out; if you wanted to eat well in India you stayed at home. The latter, fortunately, is no longer true.'

- The writer can think ahead on the basis of the discussion in the compositions s/he has written.

Example

'Finally, the much awaited announcement on the new drug policy is still awaited; and this may turn out to be better for the industry than expected earlier.'

Do not use such obvious words and phrases in your concluding paragraphs: *in short*, *to sum up*, *in conclusion*, *and now I will conclude with*, *now I end by saying*. They reduce the force of the idea presented in the sentence that follows them.

Check Your Progress 9

Given below are extracts from different passages marked (1), (2) and (3). Each of them has sections, one of which is an ending. Choose the correct one.

1. a) Words are the tools of writers, the tools they use to give form and shape to the medium in which they work - ideas.

b) Without the proper word the idea is never expressed. In the beginning is the word.

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2. a) Even in her deep anguish the ragwoman's tear-stained face beamed. The goat was dead, a white heap still lying on the mud floor.

b) From neighbouring stalls in the Tuesday *haat* of the village, she purchased by a barter of taps the two objects that were to make the motif of her life for months to come, three ripe pumpkin seeds...and a month-old goat youngling.

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3. a) The Study Centres of Indira Gandhi National Open University will form part of the detailed programme of the University....

b) The face-to-face contact in the shape of tutorials at the University Study Centres will be different from what takes place in conventional colleges.

c) In other words, Study Centres and Regional Centres will act as the means through which the university will take education to the doorsteps of the student.

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Check Your Progress 10

1. Write the concluding paragraph of your composition.

7.5 REVISING YOUR COMPOSITION

After you have written the first draft of your composition you must revise it.

- Slowly read what you have written. Make the necessary changes and read it again. It will sound better.
- Read as if someone else is reading your composition. Does it sound interesting? Will it be clear to your reader?
- If you can get a friend to listen to your composition and comment on it, or if you let him then read it to you, your composition is bound to improve.
- If a phrase or sentence is vague, and the meaning is not clear, change it.
- You may find that some words have been used too often, or some ideas have been repeated. Strike them out.
- Sometimes you find that the really important sentence comes at the end of a paragraph so that the controlling idea of that paragraph becomes clear to the reader only after she has reached the end. Remove it from that place and place it in its proper position, somewhere at the beginning.
- If the meaning of a word is not clear in the context, replace it with one, which makes the text clearer and therefore more interesting.
- Be careful that you do not annoy your reader by posing as one who is superior to him.
- Check every error of grammar, usage, spelling and punctuation.
- Then write the second draft of the composition in a neat, readable handwriting.

7.6 LET US SUM UP

- You should choose a topic about which you know a great deal.
- You should know who your reader is; that is, you should be aware of his level of understanding, his interests and his needs.
- When choosing a topic you must know your sources of information.
- To do justice to your topic you must limit it in such a way as to make sure your composition will read smoothly, and will cover the theme fully.
- It is only after limiting the topic that you start collecting and ordering your data. The grouping of ideas should follow a logical sequence.
- The outline is the most important part of the pre-writing stage.
- The beginning of a composition tells the reader about the subject matter. The writer should make the opening interesting and arresting by plunging straight into the theme while giving some background information on it as well.
- The body of the composition develops the main ideas. Some of the techniques of development are illustration, description, definition and elaboration.
- The ending or conclusion of a composition should not come suddenly. There are several ways in which you can give a satisfactory ending to your composition.
- Revise your first draft to check for errors of grammar, diction and style.

7.7 KEY WORDS

composition	: the act of putting together parts to form something
conclusion	: the end
data	: facts
draft	: the first rough written form
factor	: something that acts with others to bring about a result
model	: having all the necessary good qualities
organized	: formed into a whole
outline	: the main ideas
revision	: reading through a piece of writing carefully to make improvements and correct mistakes.

7.8 SUGGESTED READING

L. Hamp-Lyons and B. Heasley 1987. **Study Writing**. Cambridge University Press.

7.9 MODEL ANSWERS

Check Your Progress 1

Transportation

(Some suggested topics)

- i) Is Air Travel in India Safe Anymore?
- ii) The Motor Vehicle Act - Its Implications
- iii) Traffic pollution - how to minimize it.

Communication

- i) The Effectiveness of Television in Advertising.
- ii) Is Radio Relevant Anymore?
- iii) How Free is Our Press?

Pollution

- i) Cleaning the Ganga.
- ii) The Green House Effect and Global Warming
- iii) Indoor Air Pollution.

Space

- i) Pollution in space
- ii) The Dangers of Space Travel.
- iii) Food on space journeys.

Check Your Progress 3

1. Mother-infant relationship
 - i) dependence for food and shelter
 - ii) learning—the first steps into the world
 - iii) fear of strangers
2. Changes that accompany growth.
 - i) Changes in food habit

- ii) Exploring the world - play
- iii) bodily changes.

3. Becoming an adult
- i) Weaning process
 - ii) Growing up to be a monkey.

Check Your Progress 5

Suggested Answers

1. Sarda Hooda's sleeping difficulties began on vacation a few summers ago. She blamed the noisy hotel room, but her sleeping did not improve at home. Instead of her usual six to seven hours a night, the 37-year-old teacher slept just three or four. "I'd toss and turn for hours, then get up and pace," she says.
2. Are some people born clever, and others born stupid? Or is intelligence developed by our environment and our experience? Strangely enough the answers to both these questions is yes....
3. Hands, wrote the 17th-century English poet Thomas Traherne, can be "applied to any thing which reason can imagine or desire."

The human hand surpasses all the wonders of modern technology. Related in an evolutionary sense to the fin and wing, it is infinitely more versatile than either.....

The Wonder of Your Hands by June Callwood. Reader's Digest, March 1990.

Check Your Progress 7

Paragraph 2 - The pronoun *This* which refers back to the process used in teaching children desirable behaviour.

Paragraph 3 - A kind of repetition of the phrase 'soggy Potato Chip'.

Check Your Progress 9

1. b) This last sentence summarizes the idea stated in 1 (a) about the importance of words to a writer.
2. a) Here the ending of the narrative is obvious. The goat dies.
3. c) 'In other words...' is a phrase which introduces a repetition of the ideas in the earlier sections.