UNIT 1 WRITING PARAGRAPHS-1

Structure

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1.0 OBJECTIVES

The aim of this unit is to help you in a systematic manner to write good paragraphs. We shall introduce you to the elements that go into the organization of a good paragraph, such as

i) the topic sentence,
ii) the development of the topic,
iii) connection between the sentences, and
iv) the use of transitional devices.

We shall also set exercises in reading comprehension and the use of the full stop.

After you have completed this unit, you will be able to write well-organized paragraphs of your own.

STUDY GUIDE

To help you understand the paragraphs given as examples, we have provided a glossary at the end of each paragraph, as well as questions on reading comprehension and vocabulary. You should try to answer all these questions, as they will help you understand the paragraphs better.

1.1 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 Units 1 and 2 we shall offer you some guidance in writing single paragraphs. In Unit 1 we shall discuss the organization of paragraphs and the elements that make a good paragraph. After you have developed your skills in paragraph writing, you will be able to use paragraphs successfully in order to write a longer composition.

1.2 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.

Example 1 (Topic sentence at the beginning)

> *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 Niko Tinbergen (ed.) 'An infant science' in *Animal Behaviour,* Time-Life Books)

Glossary

'contact (n.) : the condition of meeting or coming together
'quarry (n.)/'kwɒrɪ/: an animal or bird which is being hunted
out'wit : win by being cleverer
'city dweller : one who lives in the city
'roaches : informal word for 'cockroaches'
ab'sorbed : interested
'marvel (n.) : wonder
af'finity : close connection

Notes: 1 In English words of two or more syllables, at least one syllable stands out from the rest and we say it has greater stress. The mark ' is placed before the syllable that carries the main stress in the word.

2 n. = noun; v. = verb; adj. = adjective.

3 The pronunciation of some of the words is indicated by the use of phonetic symbols between slanting bars / /. The symbols used are the same as in *Longman Dictionary of Contemporary English,* and the form of pronunciation indicated is known as British Received Pronunciation.

Beginning a paragraph with a topic sentence helps both 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.

Self-check Exercise 1

Reading Comprehension

Read Example 1 again and answer the following questions :

1 What title would you like to give this paragraph?

.....

2 Why does the hunter need to know 'the ways of his quarry' ?

.....

.....

3 a) Give two examples of how a modern city-dweller comes in contact with animals.

.....

.....

b) Are animals always a source of pleasure for him? Which words tell you that sometimes they are not?

.....

.....

Self-check Exercise 2

Vocabulary

Read Example 1 again and answer the following questions :

1 Find two verbs meaning more or less the same as 'take pleasure (in)'.

.....

.....

2 Find an adjective which is equivalent to 'belonging to the earliest stage of development'.

.....

3 Find equivalents of the nouns

wonder

.....

relationship

.....

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

un'earthed : dug up
'implements : tools
flint : very hard grey stone
'Stone ˌAge : the earliest known time in the history of man, when only stone was used for making tools, weapons, etc.
'modest : simple
Ne'anderthal /nɪ'ɜendətɑ:l/ **man** : 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
mag'nificent : grand and powerful
indi'sputable (adj.) : which is too certain to be questioned

(The mark ˌ is placed before a syllable that has secondary stress, which is weaker than the main stress.)

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.

Self-check Exercise 3

1 a) In the context of Example 2, what are the points of similarity between the events that took place in ancient and modern times? Give two instances.

.....

.....

b) What are the points of difference? Give two instances.

	Ancient	Modern
i)	.....	.....
ii)	.....	.....
	.....	.....

2 a) Was ancient man less violent than modern man?

.....

.....

b) Why is a modern battle more dangerous?

.....

.....

3 a) What does the phrase 'for that same prize' refer to?

.....

.....

b) Give some examples of what you think are 'modest tools of death' and 'magnificent tools of death'.

.....

.....

.....

.....

Self-check Exercise 4

The topic sentence of the paragraph below is hidden somewhere within the paragraph. Find it and place it in the correct position. 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 at'tentions 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

re'strained : held back

yank (n.) : a sudden, sharp pull

'infant : a very young creature

'ventures'forth : takes the risk of going forward

.....

.....

.....

.....

Self-check Exercise 5

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/træpt/: held back, blocked

1.3 DEVELOPING THE TOPIC

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 by adding more information, explanation, examples, illustrations, etc. to the idea expressed in the topic sentence. (We shall discuss different ways of developing a paragraph in greater detail in Unit 2.)

If you read the paragraph given under Example 1 again, you will notice that this paragraph is developed mainly by adding examples.

Analysis of 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 below. You will notice that this paragraph is developed slightly differently.

Example 3

Two main circumstances govern the relationship of living things in the sea : the unbelievably lavish fruitfulness of marine life forms, and the utter ruthlessness with which the larger creatures eat the smaller ones. Somebody has calculated, for instance, that if all the eggs laid by codfish were hatched and grew to maturity, the Atlantic would be packed solid with codfish within six years. But nature does not let this happen. Only an infinitesimal fraction of all codfish eggs ever become full-sized cod, and wastage among other fish is as great. One sea creature in about 10 million escapes the usual violent death inside another sea creature.

[from Leonard Engels (ed.) 'The Great Pyramid of Life' in *The Sea,* Time-Life Books.]

Glossary

'circumstances : conditions; the state of affairs
'govern (v.) : control or guide
'lavish : plentiful
'fruitful : very productive; producing many young ones
ma'rine : of the sea
'ruthlessness : cruelty, absence of pity
'codfish : a large sea fish found in the North Atlantic Sea
hatched/hætʃt/ : broken, letting the young ones out
ma'turity : the state of being fully grown or developed
ˌinfini'tesimal : very small

Analysis of the paragraph :

1 **Topic Statement** : 'Two main circumstances govern the relationship of living things in the sea .'

2 **Elaboration** of the topic sentence : the fruitfulness of marine life and the ruthlessness with which the larger creatures eat the smaller ones.

3 **Illustration** : The example of the codfish.

4 **Summing Up** : Only one sea creature in about ten million survives.

When you write a paragraph of your own, choose the topic and write down all that you know about the topic. As you make your list, don't stop to question whether a detail fits or not; any that don't can be left out later. This will help you generate new ideas, and also give you something concrete to work on.

However, when you start writing, see that every sentence contributes to the central idea, which may be contained in the topic sentence. Only then will your paragraph have **unity**.

Self-check Exercise 6

Reading Comprehension

Read Example 3 again and answer the following questions. This exercise will help you understand the paragraph better.

1 What are the two circumstances that govern the relationship of living things in the sea?

.....

.....

2 a) Under what circumstances would the Atlantic be packed with codfish within six years?

.....

.....

b) How does nature prevent this from happening?

.....

.....

3 Suggest a title for this paragraph.

.....

.....

4 Find the opposites of

barrenness .....

terrestrial .....

very large .....

Self-check Exercise 7

In the following exercise we have given you a topic sentence, the title, as well as some notes which might help you develop a paragraph. As you develop your paragraph, use only those points which will support the topic sentence and leave out the rotten. Your paragraph should not be more than 100 words.

The Secret of the Cockroach's Survival

Topic Sentence : The cockroach is one of the earth's oldest creatures, older than even the dinosaurs.

- survived because it can live anywhere .....
  from coldest to warmest climate .....
  city as well as forest .....
- cockroach is a clean insect
- can eat anything, including flowerbuds, paint, soap, wood .....
- some species are large, others are small
- can even live without food and water for months

- usually black or brown in colour
- keeps off predatory animals because of dirty smell from scent glands

.....

.....

.....

.....

.....

.....

.....

.....

.....

1.4 COHERENCE

An effective paragraph requires more than a **topic sentence** and **supporting details**; it must also be coherent. In a coherent paragraph the writer takes the reader logically and smoothly from one idea to the next.

The reader must clearly recognize that one sentence logically leads to the next.

Self-check Exercise 8

The following sentences go together to form a complete paragraph, but they are in the wrong order. Keeping in mind the idea of **coherence,** put them in the right order. After you have done the exercise, you may check your answer with that given by us at the end of the unit.

a) When the box is removed, the ant will not continue on its former course, but will start off rapidly in a new direction.

b) This can easily be demonstrated by a simple experiment.

c) Place a light-tight box over an ant carrying food back to its nest, and keep it imprisoned for a few hours.

d) This new route will differ from the old by exactly the angle that the sun has shifted across the sky during the time the ant was imprisoned.

e) Many insects rely upon the direction of the sun's rays as a sort of compass.

Glossary

'former : earlier; previous

'rapidly : very quickly

'light-tight : where light cannot enter

im'prison : shut up in prison

re'ly : depend

.....

1.4.1. Transitional Devices

Another technique which brings about coherence in a paragraph is the use of **transitional devices** between sentences. These are words/phrases that help a writer move smoothly from one sentence to the next and show the logical relationship between sentences. We shall give you an example of what these transitional devices are and how they can be used. The transitional devices in Example 4 are printed in bold type.

Example 4

Man has been able to spread across the earth so widely for four main reasons. **First,** he is a terrestrial animal, not restricted to the forest. **Secondly,** he can cross any natural barriers, such as deserts, oceans and mountains. **Moreover,** he can live off a very wide variety of food. **Most important of all,** he has developed culture; he has learned to make clothes and build fires which allow him to live in climates where he would otherwise perish. **To a large extent,** he shares some of these advantages with the monkeys. They, **too,** can move over unforested land. They, **too,** can cross some natural barriers, as they have the ability to swim. **And** they, **too,** can digest many kinds of food. **Thus,** a single species of baboon has spread across Africa from Dakar in the west to Ethiopia in the east, and south all the way to the Cape of Good Hope. **Similarly,** Macaques have done at least as well. One species, the rhesus macaque, is equally at home in forest, in open cultivated fields, and inside heavily populated cities.

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

Glossary

ter'restrial : living on land

'barrier : something placed in the way to prevent further movement

'perish : die; be completely destroyed

species/'spi:ʃi:z/ : a group of plants or animals that are of the same kind

ba'boon : a large dog-like monkey found in Africa and South Asia

Macaque/mə'kɑ:k/ : a monkey of African origin found mainly in Asia.

As you have seen, transitional devices are like signposts in a paragraph. They enable us to follow the writer's line of thought by showing us how one sentence relates to another. In Example 4, the words/word phrases *First, Secondly, Moreover, Most important of all* indicate the four main reasons why man has been able to spread so widely across the earth. *Most important of all* also shows that some reasons are more important than others. *Too* indicates that monkeys also share man's characteristics. *Similarly* shows the relationship between the Macaques and the baboons.

The following list includes other words and phrases that function as transitional devices :

- To express result : *therefore, as a result, consequently, thus, hence*
- To give examples : *for example, for instance, specifically, as an illustration*
- To express comparison : *similarly, likewise*
- To express contrast : *but, yet, still, however, nevertheless, on the other hand*
- To express addition : *moreover, furthermore, also, too, besides, in addition*
- To indicate time : *now, later, meanwhile, since then, after that, before that time*
- To express sequence : *first, second, third, then, next, finally.*

Self-check Exercise 9

Read Example 4 again and answer the following questions :

1 What is the most important reason that man has been able to range so widely across the earth?

.....

.....

2 What are the three characteristics that the monkey shares with man?

.....

.....

3 Monkeys cross natural barriers like rivers by swimming. What are some of the devices that man uses to cross natural barriers?

.....

.....

4 In the context of this passage, find a word

i) with the same meaning as 'limited'; .....

ii) which is the opposite of 'thrive'. .....

Self-check Exercise 10

In the following paragraph the transitional words and phrases are missing. Fill in the gaps by choosing the most appropriate words/phrases from the list given below :

despite	also	but
however	yet	in the future

Of all the sea's possibilities for man's future, the greatest may be its promise of an important increase in the world's food supply. Square mile for square mile, the sea is estimated to be more productive than the land. ...(i)... at present the oceans supply only one or two per cent of man's food. ...(ii)... all that he is learning about the sea, man's relationship to it is still primitive; he is a hunter rather than a harvester. ...(iii)..., along some coasts oyster growers set out beds of oysters and fence out the oyster's enemies to increase the yield. ...(iv)..., in the Philippines, Indonesia, Japan and China people already grow fish and prawns in freshwater ponds. ...(v)... this is just a beginning....(vi)..., to meet the great needs of a rapidly expanding world population, man will have to farm the sea as he has for so long farmed the land.

Glossary

pro'ductive *(adj.)* : that produces much

'primitive : at the earliest stage of development

'harvester : a person who gathers the crops

'oyster/'ɔɪstə/: a type of shell-fish

'fence out : keep out by putting a fence

prawn : any of various types of small 10-legged sea animals

'rapidly ex'panding : fast increasing

Transitional devices used to link sentences can also be effective for transition from one paragraph to another. You will study that in detail in later units.

1.5 PUNCTUATION : THE FULL STOP

Full Stop

You already know about the use of the full stop (.). As you read the paragraphs in this unit or elsewhere, you will find that the full stop is used to mark the end of a sentence, as is the question mark (?) or the exclamation mark (!). Now we shall take up another use of the full stop.

You will find that a full stop is also used at the end of the shortened form of a word.

For example,

R. Venkataraman, e.g. (exempli gratia = for example), p. (page), no. (number), vol. (volume), a.m. (ante meridiem = before midday), p.m. (post meridiem = after midday).

Note

It is quite common to omit full stops from capital initials such as BBC, UK, USA, TV.

Full stops are now generally omitted from contractions like Dr and Mrs. (However, if you prefer to use the full stop, it is still perfectly acceptable.)

Self-check Exercise 11

Insert full stops in these sentences and use capital letters where necessary.

1 Mr and Mrs R N Khan, who live at A-79 Defence Colony, told P C Sahgal that they had been woken up at 5 a m by the sound of glass breaking, and had seen a man with a monkey running out of the house opposite, no 58

2 In april 1987, IGNOU premises were the venue of a meeting on Wild Life Preservation it was organized by Prof V K Kumar, Prof V R Gupta, and Dr S R Kapur the topics discussed were anti-poaching laws, cruelty towards animals, opening of sanctuaries, etc

1.6 LET US SUM UP

In this unit we have discussed the elements that go into the organization of a good paragraph — the topic sentence, the development of the topic, connection between the sentences, and the use of transitional or linking devices.

1.7 KEY WORDS

co'herence : connection in thoughts or words

e,labo'ration : giving details

'full'stop (also called a period) : a point (.) marking the end of a sentence or a shortened form of a word

,illu'stration : giving examples

ob'jective : purpose

,punctu'ation : the system of dividing written matter into sentences, phrases, etc. by using certain marks

'topic : a subject for talk, writing, etc.

tran'sitional : relating to the movement from one sentence to another.

1.8 BOOKS SUGGESTED

1 *Animal Behaviour,* Time-Life Books.

2 *Longman Dictionary of Contemporary English.*

1.9 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

1 Man's Contact with Animals. (You may think of any other title.)

2 So that he is better able to catch or kill the animal he is hunting.

3 a) He wants to keep cockroaches away from his kitchen, and he may like to keep a dog or a bird as a pet.

b) No. 'He may want to ward off the roaches in his kitchen.'

Exercise 2

1 delight; enjoy

2 primitive

3 marvel; affinity.

Exercise 3

1 a) Both the battles took place in the valley of the Somme, and both groups fought to gain mastery over Europe.

b)

Ancient	**Modern**
simple weapons	deadly weapons
twenty people killed in a day	ten thousand people killed in a day

2 a) No; both are equally violent.

b) because their weapons today are more deadly.

3 a) mastery over Europe.

b) 'modest' tools : tools made of stone and bone, as were used by primitive men.

'magnificent' tools : modern weapons such as guns, tanks, bombers, etc.

Exercise 4

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.

Exercise 5

There appears to be no topic sentence as such.

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

Exercise 6

1 The fruitfulness of marine life forms and the utter ruthlessness with which larger creatures eat smaller ones.

2 a) If all the eggs laid by the codfish were hatched and grew to maturity.

b) Very few eggs become full-sized cod; the others get destroyed or eaten up by other sea creatures.

3 Nature Maintains a Balance among Sea Creatures.

4 fruitfulness

marine

infinitesimal

Exercise 7

When you write your paragraph, omit the following points :

- cockroach is a clean insect
- some species are large, others are small
- usually black or brown in colour

Here is a specimen paragraph. Compare it with yours.

The Secret of the Cockroach's Survival

The Cockroach is one of the oldest creatures, older than even the dinosaurs. It has survived because it can live anywhere and in any climate, from the coldest to the warmest. It is found in cities as well as forests. Moreover, it can eat anything — flowerbuds, paint, soap, wood, and even shoe polish. When there is nothing available, it can live without food and water for months. Predatory animals keep away from it because its scent glands give out a dirty smell. Everything seems to favour the cockroach.

Exercise 8

e, b, c, a, d

Exercise 9

1 Man has developed culture and learned to make clothes and build fires. This allows him to live in all kinds of climates.

2 i) can move and live in unforested land

ii) can cross natural barriers

iii) can digest all kinds of food

3 cars, boats, ships, aeroplanes, etc.

4 restricted

perish

Exercise 10

i) Yet

ii) Despite

iii) However

iv) Also

v) But

vi) In the future

Exercise 11

1 Mr and Mrs R.N. Khan ..... P.C. Sahgal ..... 5 a.m. .....no. 58.

2 In April 1987, ... Preservation. It was organized by Prof. V.K. Kumar, Prof. V.R. Gupta, and Dr S.R. Kapur. The topics discussed were ..... opening of sanctuaries, etc.

UNIT 2 WRITING PARAGRAPHS : 2 THE DEVELOPMENT OF A PARAGRAPH

Structure

2.0 Objective
2.1 Introduction
2.2 Illustration
2.3 Description
2.4 Cause and Effect
2.5 Definition
2.6 Comparison and Contrast
2.7 Let us Sum Up
2.8 Key Words
2.9 Suggested Reading
2.10 Cassette Recording
2.11 Answers to Self-check Exercises

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

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

inˈcredible : to a degree that is difficult to believe

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

ˈseaˌlion : a type of seal found in the Pacific Ocean and having large ears

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

ˈadept (adj.)/ˈædept/ : highly skilled

ˈhindrance (n.) : something that prevents an activity

eˈquipped : provided with what is necessary

ˈreflex : 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.

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

ˌmodifiˈcation : change

web : a net of thin threads spun by the spider

ˌspinneˈret : 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-ˌshaped (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

ˌperi'otic/ˌpɪərɪ'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;

- describe each object by giving characteristics such as size, colour, design, weight, and material;
- in some descriptions, especially of scenes and landscapes, arrange your details in a definite order, such as near to far, high to low, left to right, etc. Some of the words used to indicate position are :

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

Self-check Exercise 3

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.

Object	Physical Characteristics	Location
.....	.....	.....
.....	.....	.....
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After you have completed the paragraph compare it with the specimen paragraph given by us at the end of the unit.

Self-check Exercise 4

Reading Comprehension

Let's read Example 2 again. The questions below will help you understand it better.

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/'glæsɪəz/ : 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

water

b) **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?

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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

ˈwarning : the act of giving earlier information of danger

imˈmense : very great

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

ˈgaping ˈcrevices/ˈɡeɪpɪŋˈ krevɪsɪz/: wide openings or cracks

ˈtidal /ˈtaɪdl/ˌ**waves** : very large ocean waves

ˈavalanches/ˈævəlɑːnʃɪz/ : large masses of snow and ice, sliding down a mountain side

ˈterrifying : 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 ..... i .....

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 .....

Exercise 10

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.

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

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2.5 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.

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

ˌrepresenˈtation : a picture

ˌcivilˈzation : stage of human social development

acˈcustomed to : used to

exˈplorer : 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 : Occassionally 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 [illegible] mammal, the blue whale, which is 150 tons [illegible] grams.

Glossary

ˈvertebrates (n.) : animals which have a backbone

seˈcreted/sɪˈkriːtɪd/: produced

ˈvaried : of different kinds

ˈshrew/ʃruː/ : a very small mouse-like animal with a long pointed nose

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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.

v) [illegible] belongs to a friend of mine.

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 form *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 consta. .

Glossary

ro'tates : turns around a fixed point

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

'orbits : goes round

vol'canoes/vɒl'keɪnəʊz/ : 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 sourthern polar regions 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

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

ˌdefi'nition : giving the meaning

de'scription : giving a picture in words

ef'fect : a result

ˌillu'stration : 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)

	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.

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*)

UNIT 3 WRITING A COMPOSITION

Structure

3.0 Objective

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3.2 A Model Composition for Study

3.3 Types of Composition

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- 3.3.2 Argumentative Composition
- 3.3.3 Narrative Composition
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- 3.4.4 Construct your Outline

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3.0 OBJECTIVES

Composition requires organized 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 acitivities.

3.1 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 Units 1 and 2. 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.

3.2 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 a 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

se'cure : safe

'haven : a place of calm and safety

ho'rizon : the limit of one's view

'tripping : losing one's balance

'stereotyped : fixed in one form or type

3.3 TYPES OF COMPOSITION

Before we move further into the course, we shall tell you briefly about the four types of composition we are going to discuss. Different types of composition will need different approaches and different types of treatment.

Example

Topic 1.'Do you think that the housewife leads a more pleasant life than a career woman?'

Topic 2.'My most embarrassing moment'.

You cannot possibly write about them in the same way. The first topic suggests a discussion. The second is very personal.

Compositions also differ from each other because different people would write on the same topic for different readers and for different reasons.

Example

Topic : 'Growing up to be a Monkey'.
One writer could tell the story of his pet monkey. Another writer (with a sense of humour), could give the same title to a factual essay about an infant monkey's growth to adulthood.

The four main types of composition are : **expository, argumentative, narrative,** and **descriptive.** The writing of each requires a slightly different type of logical sequencing and a different vocabulary.

When you choose a topic for a composition, it is important for you to decide which of the four types of composition you wish to write. But no composition has to be entirely of one kind. You will find that a composition will be organised according to the type it belongs to, but it will also use techniques from other types of composition as well.

3.3.1 Expository Composition

Very simply, expository composition means writing (i) to explain something and make it clear; for example, an exposition of one's political beliefs; (ii) to present one's views on a topic in order to inform and persuade the reader. The approach is direct. The writer states his theme and gives his views on it in the first few lines.

Example

'Nothing could be more important to the development of the infant Indian langur than its relationship with its mother.'

3.3.2 Argumentative Composition

In an argumentative composition, one has to give reasons to support or disprove something. The skills of logic and rhetoric are used to develop the argument.

Example

Here is a quote that can be argued about endlessly.

'East is east and west is west;
And never the twain shall meet'

twain : two

3.3.3 Narrative Composition

In a narrative composition one writes an account of an actual or imagined happening, event or incident. A short story is within the scope of such writing. Chronology (that is, the order in which the events take place), description, and the writer's point of view are important in such writing.

3.3.4 Descriptive Composition

In a descriptive composition the writer wishes to present a picture of an object, scene, person or situation, through the use of words. He affects the reader by appealing to his senses and imagination.

Example

'The cave was tolerably convenient. They skirted the puddle of water, and then climbed up over some unattractive stones, the sun crashing on their backs... The small black hole gaped where their varied forms and colours had momentarily functioned.'

3.4 WHAT YOU MUST DO BEFORE WRITING YOUR COMPOSITION

As we have said earlier, a composition is an organized piece of writing. We shall now show you ways in which to organize 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.

3.4.1 Decide on your Topic

How do you choose a topic? You must know who your reader is (a child, an educated adult, a specialist in the field you are going to write about, or the man in the street). You must also know your subject well. Given below are some suggestions for collecting topics :

i) Reading newspapers and magazines and watching television programmes will keep you informed of daily happenings, conflicts, problems, etc. All these will provide topics for compositions.

ii) Talking to friends and colleagues can raise interesting questions and make you aware of different viewpoints.

iii) Let your mind move freely over your activities and pastimes — hobbies, sports, art, dramatics, etc.

iv) For topics with which you have to deal more seriously, you should visit libraries, archives and museums, or even contact people who work in the field you wish to write about.

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.

3.4.2 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 reduce 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 'Gypsies', 'Pets', 'Monkeys', 'Kindness to Animals', or 'Drought Conditions in India'. 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 so,

i) the resulting piece of writing will not be a well-organized composition but a collection of paragraphs on very different aspects of the same subject;

ii) you will not be able to discuss the main idea of the topic in detail.

Once the topic is limited, it should be stated very clearly in the opening paragraph. Following this, the main idea can be developed in the body of the composition.

Example

Supposing you have decided 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 might 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 — 'Farm Animals'. But then your composition may be only a list of farm animals and already well-known facts about them.

Why not look at the theme from another angle and write about a particular animal : 'My Pet Dog, Moti', or 'My Neighbour's Noisy Dog'? Then you can really write a 'juicy' composition, in some detail, with anecdotes, examples and illustrations. And if you have any experience of village life, you can write a personal and entertaining composition 'How Moti, our Bull, Saved my Life'.

3.4.3 Gather and Order your Data

In trying to limit your topic you will find that you are really introducing new words, getting rid of unwanted items, and rearranging words in the statement of your topic to bring it closer to your meaning. In doing this, you come close to the next activity in planning your composition — exploring your sources of information to gather facts and arranging them according to some order.

Regarding the sources of information, some suggestions have already been given to you in Section 3.4.1. Besides all the sources available to a keen student, we should like you to be aware that your own thinking and self-exploration can be one of the richest resources available to any human being.

Order and arrange your facts. Once your mind, and the paper on which you are jotting down what comes to your mind, are flooded with facts, ideas, opinions, feelings, and illustrations you will realize 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 that 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. But first you must have ideas before you can group them.

i) To encourage your thinking, underline all important words in your topic : e.g., 'Lizards are Friendly Creatures'. Often students just miss out a significant word in the topic they have chosen. In such cases the composition is usually out of focus.

ii) Having analysed the topic, jot down random thoughts as they occur to you.

iii) All ideas, suggestions or facts that have something in common should be placed in one group.

iv) 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

Refer to the model composition 'Growing up to be a Monkey' given in Section 3.2.

The ideas in this passage can be grouped as follows :

Group 1 Mother-infant relationship

i) dependence for food and shelter

ii) learning — the first steps into the world

iii) fear of strangers

Group 2 Changes that accompany growth

i) bodily changes

ii) exploring the world

iii) play

Group 3 Becoming an adult

i) peer relationship

ii) moving away from the mother

iii) rehearsing for adulthood — aggressive behaviour

You will notice that there is a natural flow of ideas from one group to another; they are linked by a time sequence to the basic process of growing up. Within this overall chronological pattern there is the sequence of cause and effect. The changes that take place in the growing monkey are described and explained.

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.

3.4.4 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.

A Sample Outline

Introduction

Man is 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 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.

Exercise 1

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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3.5 FACTORS TO KEEP IN MIND WHEN WRITING YOUR COMPOSITION

Successful writing requires careful preparation and logical organization. In a composition the unit of organization is the paragraph. Therefore certain features of paragraphs as parts of a composition need to be noted.

- A paragraph provides help to the reader in comprehending the subject of the composition by providing a break on the page.
- Every paragraph introduces a new idea.
- A paragraph should be just long enough to discuss the idea of the topic sentence fully. A new paragraph should begin whenever there is a major change in the subject.
- For balanced writing all paragraphs should be of more or less equal length. Paragraphs which are too long can confuse a reader by piling up ideas which would be better written in separate paragraphs. A short paragraph will not develop an idea fully and therefore the link between ideas in a composition may not be clear.
- For smooth reading, good *transitions* between paragraphs are important.

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.

3.5.1 The Beginning

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 organized.

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

'Many people are involved in the building and setting up of a new club : architects, bankers, bricklayers, carpenters, electricians, and so on.'

- Begin your composition with a short, factual sentence. The reader then begins to think about it and wants to read more.

Example

'Some teenagers live in a world of their own.'

- Amuse the reader by a funny remark, an anecdote, or a simile, metaphor, analogy, or quotation. A simile is an expression making a comparison between two things, for example *as white as snow.* A metaphor is a phrase which describes one thing by stating another thing with which it can be compared; for example, *the roses in her cheeks.*

Example

'America has a thousand lights and weathers and we walk the streets, we walk the streets forever, we walk the streets of life alone!' (metaphor)

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

3.5.2 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 2 how 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 sentences 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 3.2. The first phrase : 'Nothing is more important....' is a signpost. It indicates the feeling of the writer about his subject. 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 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.

Example

'...it provides for inner joy of the loftiest kind. *This* does not come naturally.'
'*These* handicaps are...'
'*Such* political traditions were...'

- Words and phrases showing logical relationships can be used to link paragraphs. 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 a soldier, he could see the reason why the dog had been killed.'

3.5.3 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, suggestions, opinions, judgements and predictions.

Whereas the beginning of a composition introduces and excites, the ending should tie up, round off, or summarize 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 summarizing 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 composition 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 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.

Do not introduce a new topic in your ending paragraph. An ending should strengthen the ideas presented in the composition.

Self-check Exercise 2

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.

.....

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 rags 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.

.....

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.

.....

3.6 REVISION

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

- Read aloud what you have written. Sometimes you can 'hear' what is wrong with a sentence. 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 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 he 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.

The composition should be neatly written in a readable handwriting.

3.7 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. Different types of composition require different techniques.
- 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.

3.8 KEY WORDS

,argu'mentative : giving reasons to support or disprove something

,compo'sition : the act of putting together parts to form something

con'clusion : the end

'data : facts

de'scriptive : that gives a picture in words

draft : the first rough written form

ex'pository : explaining something and making it clear

'factor : something that acts with others to bring about a result

'model : having all the necessary good qualities

'narrative : telling a story

'organized : formed into a whole

'outline : the main ideas

re'vision : reading through a piece of writing carefully to make improvements and correct mistakes

3.9 SUGGESTED READING

S. Eimerl and I. Devors (eds), *The Primates*, Time-Life Books.

3.10 ANSWERS TO SELF-CHECK EXERCISE

Exercise 2

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.

UNIT 4 EXPOSITORY COMPOSITION

Structure

4.0 Objectives
4.1 Introduction
4.2 Development of an Expository Composition
4.2.1 Explanation of a Process
4.2.2 Use of Examples
4.2.3 Reasons in Support of a Statement
4.2.4 Comparison and Contrast
4.2.5 Classification
4.2.6 Restatement
4.2.7 Analysis
4.3 A Model Composition
4.4 Let Us Sum Up
4.5 Key Words
4.6 Answers to Self-check Exercises

4.0 OBJECTIVES

In this unit we shall discuss the nature of expository composition and the methods of developing it. By the end of this unit, you will understand the various techniques of exposition such as

- explanation of a process,
- use of examples,
- reasons in support of a statement,
- comparison and contrast,
- classification,
- restatement, and
- analysis.

4.1 INTRODUCTION

The word 'exposition' refers to an act of explaining something or making it clear. The purpose of expository writing is not primarily to narrate, describe, or persuade; it is mainly to explain something — facts, ideas, or beliefs. It explains, analyses, defines, compares, and illustrates. It answers questions like *what? why? how? like what? unlike what?* In this unit we shall illustrate the various methods of developing an expository composition.

4.2 DEVELOPMENT OF AN EXPOSITORY COMPOSITION

4.2.1 Explanation of a Process

Often expository composition describes and explains a process, that is, a set of actions leading to a desired result.

Example 1

The process of writing varies from person to person, but most writers seem to follow certain steps. First, the writer must choose something meaningful to say, either for herself or for others. Then she considers the topic either mentally or on paper. This is the state often called pre-thinking or pre-writing. It is during this stage that most creative and original thought takes place. With the preliminary thinking in mind, the writer then begins to write, sometimes with an outline to help with organization. Perhaps the most demanding stage in writing follows: revision. During revision the writer polishes, embellishes, deletes, and reorganizes as necessary. This stage may continue over a period of time since time gives some objectivity. Finally, the writer prepares her final draft—a copy she feels effectively develops the topic for her audience.

(Susan. S. Johnston et al: *Keys to Composition*)

Analysis. Notice that the opening sentence directly states the topic and leads to the various steps in the process of writing. The steps are then given in the order in which they are to be followed by a writer. Transitional expressions of time are used throughout the paragraph; for example, *first, then, follows, finally.* The concluding sentence states the purpose of this process of writing— to write effectively for one's audience.

Example 2

How to Change a Tire

A flat tire can upset and frighten a driver, but if a few simple steps are learned, the tire can be quickly and easily changed. First, park the vehicle on flat ground, and firmly set the hand brakes. Second, be sure to block the wheel diagonally opposite the flat tire with two rocks or a piece of heavy wood to prevent the car from slipping. Third, remove the wheel cap, and slightly loosen the wheel nuts with a wrench. Next position the jack under the frame of the car, and raise the vehicle until the tire clears the ground. Now, completely remove the wheel nuts and the wheel, install the spare, retighten the nuts, lower the vehicle, and replace the wheel cap. With these easy instructions almost anyone with the strength to lift a wheel can independently change a tire.

(from Susan S. Johnston et al : *Keys to Compositon*)

Glossary

tire : American spelling of *tyre*
'clears the 'ground : is raised above the ground

Self-check Exercise 1

1 Fill in the blanks in the following description of the process explained in the paragraph given above.

Topic sentence

.....

.....

.....

Steps

i) Park the vehicle on flat ground, and.....

.....

ii) .....

.....

.....

iii) .....

.....

iv) Place the jack under the frame of the car.

v) .....

vi) Remove the wheel nuts and the wheel.

vii) .....

viii) .....

ix) Lower the vehicle.

x) Replace the wheel cap.

Conclusion

.....

.....

.....

2 Make a list of the transition words indicating the sequence of the steps.

.....

3 What is the purpose of explaining this process?

.....

4 When we explain a process, our aim is often to teach the reader *how to* do something. Rewrite the following titles using the words *how to*:

i) Making bread

ii) Preparing the soil for the garden

iii) Making a long distance telephone call

iv) Finding a place to live in near the University

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4.2.2 Use of Examples

A statement that is supported by examples is readily accepted.

Example 3

Gadgets such as electric fans, mixers, toasters, drills, and flashlights have been common for a long time. Nowadays gadgets are becoming even more imaginative. There are gadgets to rock a baby to sleep, shine shoes, start a charcoal fire, and prepare fresh coffee in the morning before an alarm clock radio rouses a household. Gadgets can open and close garage doors, make ice cubes in a home refrigerator, and turn lights on at nightfall without help of a human hand. Housekeepers now have electric brooms, electric can openers, electric knives, doughnut makers, juicers, popcorn makers, and food processors — machines that will knead dough, chop onions, grind meat, and slice vegetables for salad. An up-to-date refrigerator has a gadget that dispenses a selection of drinks and ice — available to anyone without opening the refrigerator door! Electric gadgets brush teeth, wash mouths, dial telephones, and warm seats. These are but a few examples of the many uses of new gadgets.

(from Susan S. Johnston et al : *Keys to Composition)*

Glossary

'**gadgets** : electrical tools for the home, which often have only one function

'**rouses** : awakens

Self-check Exercise 2

Complete this summary of the passage given above :

Topic sentence : .....

Examples

a) baby rockers
b) .....
c) .....
d) coffee makers
e) alarm clock radios
f) .....
g) .....
h) light switches
i) .....
j) .....
k) .....
l) .....
m) juicers
n) .....
o) food processors to

i) .....
ii) .....
iii) .....
iv) .....

p) up-to-date refrigerators, with

.....

q) electric gadgets to
i) .....
ii) .....
iii) .....
iv) .....

4.2.3 Reasons in Support of a Statement

A writer often uses reasons in support of the statement he has made in the topic sentence.

Example 4

Desert regions, even if they had an abundance of rain, could never be truly green. The most important contributing factor is that desert soil is either too porous or too impermeable to hold water. Any rainfall that does occur quickly runs off and is lost, adding the danger of flash floods in barren areas. In fact, the environment is so hostile that only the hardiest of plants can survive. Because of the soil, the temperatures are extreme—hot under the sun and cold at night, for the soil reflects heat rather than absorbs it. Furthermore, the plant life that sustains humidity in lusher regions is missing in the desert. Therefore, the air and soil remain dry and unlikely to change.

(from Susan S. Johnston et al : *Keys to Composition)*

Glossary

1 **an a'bundance of :** a lot of, much

2 **'porous :** unable to hold water as if full of holes

3 **im'permeable:** not permitting water to go through; water-resistant; impenetrable

4 **'hostile :** enemy-like

5 **'lusher :** greener

Self-check Exercise 3

1 What is the topic sentence in the above paragraph?

.....

.....

2 List the causes and effects that seem to have a logical relationship.

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3 Give three reasons why we should have cars that consume less petrol.

i) .....

ii) .....

iii) .....

4.2.4 Comparison and Contrast

In expository composition the technique of comparison and contrast is often resorted to. When we compare two things, we state the points of likeness and difference between them. When we wish to indicate the contrast, we try to make the differences clear.

Example 5

> Alligators and crocodiles have much in common; the differences, if any, are minor. First of all, both alligators and crocodiles have the same reptile appearance. Looking like huge lizards, they bask in the sun all day long and hunt in the rivers, swamps and marshes of tropical areas at night. Both have long thin bodies with squat legs, webbed feet and strong tails. They also have thick hides that have commercial value. Both are dangerous to human beings. The alligator differs from the crocodile in that its snout is much broader and a little shorter. Also the fourth tooth of an alligator fits into a different place in the upper jaw. In general crocodiles are more active and more dangerous.
>
> (from Susan S. Johnston et al : *Keys to Composition*)

Glossary

bask : sit lazily

swamp : soft wet land

marsh : land that is soft and wet because of its low position

squat : short and fat

Self-check Exercise 4

1 What are the two animals being compared in the above passage?

.....

2 Are they being compared as wholes, or are only certain aspects chosen for comparison?

.....

.....

3 What is the purpose of this comparison?

.....

.....

4 Are any other techniques of development used here?

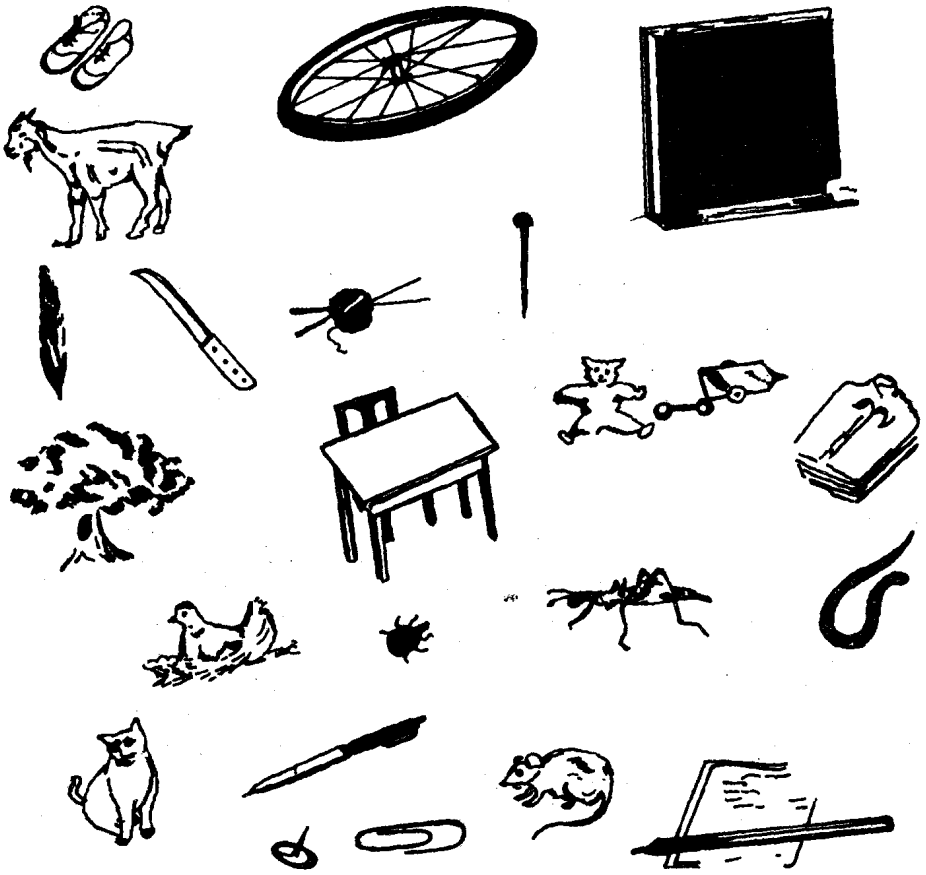
.....

.....

4.2.5 Classification

In expository composition classification is used to place things into groups or classes. There is always a basis for such grouping. Classification is a useful tool when we analyse something and describe the various components.

Self-check Exercise 5



1 Some objects are shown in this picture. Can you classify them in a general way?

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2 Can the general classes be further divided into sub-classes?

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4.2.6 Restatement

Restatement involves nothing more than saying again, perhaps in different words, what you have already stated. It is a common device used to emphasise a particular point in an expository paragraph.

Example 6

> American men don't cry. Only Sissies cry. Crying is a "weakness" characteristic of the female, and no American male wants to be identified with anything in the least weak or feminine. No one likes a crybaby, and crying is disapproved even in children. In a land so devoted to the pursuit of happiness, crying is rather un-American.
>
> (from Ashley Montague : *The Oxford Guide to Writing : A Rhetoric Handbook for College Students)*

Self-check Exercise 6

1 Which is the topic sentence in this paragraph?

.....

2 Which other words and sentences in the paragraph restate the topic?

.....

.....

.....

.....

Self-check Exercise 7

1 In the following paragraph which words in the opening sentence establish the topic?

> No other animal is so deliberately cruel as man. No other creature intentionally imprisons its own kind, or invents special instruments of torture for the sole purpose of punishment. No other animal keeps its own brethren in slavery; so far as we know, the lower animals do not commit anything like the acts of pure sadism that figure rather largely in our newspapers. There is no torment, spite, or cruelty for its own sake among beasts, as there is among men. A cat plays with its prey, but does not conquer and torture smaller cats. But man, who knows good and evil, is cruel for cruelty's sake; he who has a moral law is more brutal than the brutes, who have none; he alone inflicts suffering on his fellows with malice aforethought.
>
> (from Susanne K. Langer : *The Oxford Guide to Writing,* Oxford University Press, 1983.)

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2 Which expressions elsewhere in the paragraph restate the topic?

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4.2.7 Analysis

At the end of this section on the development of an expository composition, we need to mention **analysis.** In a broad sense all expository compositions are analytical. Analysis refers to the specific technique of developing a subject by distinguishing its components and then discussing each in turn. The techniques discussed already—giving reasons in support of a statement, comparison, contrast and classification—are all used as tools of analysis.

4.3 A MODEL COMPOSITION

The following composition is presented here as a model. It serves two purposes:

i) It tells you about the importance of learning English;

ii) It reviews some of the techniques for developing expository paragraphs presented earlier in this unit.

Speech Communities

English is a useful language. The people who speak English today make up the largest speech community in the world. A speech community is similar to other kinds of communities. The people who make up the community share a common language. Often they live side by side as they do in a neighbourhood, a village, or a city. More often they form a whole country. Many nations are composed of a single major speech community, for example Italy, Sweden, and Japan. National boundaries, however, are not always the same as the boundaries of a speech community. Some nations (for example, Russia and India) are made up of many speech communities. Some speech communities (for example, Arabic, Spanish, and English) extend across national boundaries. A speech community, then, is any group of people who speak the same language, no matter where they happen to live.

We may say that anyone who speaks English belongs to the English speech community. For convenience, we may classify the speakers into two groups: one in which the speakers use English as their native language, the other in which the speakers learn English as a second language for the purposes of education, commerce, and so on. In the former group we, obviously, would include England, Canada, the United States, Australia and Newzealand. In the latter group we include, among many others, India, Denmark, Kenya, Burma, Turkey, Ethiopia, and the Philippines. Not all these countries use English for the same purpose or to the same extent, but each uses English for important social and commercial activities.

English serves as a functional language in many nations of the world which use it as an international second language. It has been adopted as the language of aviation and air traffic. English has continued as one of the important languages of commerce. The use of English in international diplomacy is strengthened by its acceptance as one of the

official languages of the United Nations. And as a final example, English is the language of the majority of published materials in the world, so that education, especially higher education, has come to rely on an understanding of English very heavily.

Learning a second language extends one's vision and expands the mind. Looking at the world or oneself through a different language system shows the limits of one's own perception and adds new dimensions to familiar objects or events. A second language teaches us dfferent ways of labelling and organising our experience. Learning English as a second language provides another means of communication through which the window of the entire English speech community becomes a part of your heritage.

(from M. Imhoof and H. Hudson : *From Paragraph to Essay*, Longman Group, U.K. Ltd.)

Self-check Exercise 8

1 State the techniques of paragraph development used in the above passage.

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2 What is the topic sentence in this passage?

.....

3 Is the concluding sentence a restatement?

.....

4.4 LET US SUM UP

In this unit we have told you about the nature of expository compositions and the methods used to develop the exposition of a subject. With the help of a number of paragraphs and a model composition, we have illustrated some of the techniques talked about in this unit.

4.5 KEY WORDS

a'nalysis : breaking up something into its parts

ˌclassifi'cation : arrangement into classes

de'velopment : growth; fuller presentation

ex'ample : something taken from a number of things, which shows the usual quality of the rest or shows a general rule

,expla'nation : giving the meaning; making something clear

,intro'duction : making someone familiar with something

'process : a set of actions to reach some result

'reason : the explanation for an action

'statement : something that is expressed in words

4.6 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

1 *Topic Sentence :* A flat tire can upset and frighten a driver, but if a few simple steps are learned, the tire can be quickly and easily changed.

Steps

i) ....., and firmly set the hand brakes.

ii) Block the wheel diagonally opposite the flat tire with two rocks or a piece of heavy wood to prevent the car from slipping.

iii) Remove the wheel cap, and slightly loosen the wheel nuts with a wrench.

v) Raise the vehicle until the tire clears the ground.

vii) Install the spare.

viii) Retighten the nuts.

Conclusion : With these easy instructions, almost anyone with the strength to lift a wheel can independently change a tire.

2 First, second, third, next, now.

3 To teach the reader how to change a tire.

4 i) How to make bread

ii) How to prepare the soil for a garden

iii) How to make a long distance telephone call

iv) How to find a place to live in near the university.

Exercise 2

Topic Sentence : Nowadays gadgets are becoming more imaginative.

Examples:

b) shoe shiners
c) charcoal fire lighters
f) garage door openers
g) ice cube makers
i) electric brooms
j) electric can openers
k) electric knives
l) doughnut makers
n) popcorn makers
o) i) knead dough,
ii) chop onions,
iii) grind meat, and
iv) slice vegetables

p) drink dispensers
q) i) brush teeth,
ii) wash mouths,
iii) dial telephones, and
iv) warm seats.

Exercise 3

1 Desert regions, even if they had an abundance of rain, could never be truly green.

2 a) There is scarcity of greenery in desert regions as
i) the soil is dry,
ii) there is the danger of floods, and
iii) there are extremes of temperature.

b) The desert soil is dry, because it is either too porous or too impermeable to hold water.

3 i) The world's store of petroleum is rapidly decreasing.
ii) The cost of petrol is going up.
iii) Cars that consume more petrol cause more pollution.

Exercise 4

1 Alligators and crocodiles.

2 Taken as wholes; and certain aspects of them are also compared.

3 To explain that alligators and crocodiles have a lot in common between them.

4 Transitional devices much as *first of all, both, also* are used to give the description a sequence.

Exercise 5

a) Yes. The general classification can be **living** and **non-living**. The **living** would include the goat, the tree, the cat, the hen, the mouse, the locust, the snake, and the bug. All the rest are non-living things.

b) Yes. The living can be further classified into two groups : plants and animals. The animals can be further classified as mammals and non-mammals. The non-living things can be classified on the basis of their use, such as stationery, articles of dress, classroom objects, etc.

Exercise 6

1 American men don't cry.

2 i) Only sissies cry.
ii) Crying is a characteristic weakness of the female.
iii) No one likes a crybaby.
iv) Crying is rather un-American.

Exercise 7

1 No other animal is so deliberately cruel as man.

2 i) No other creature intentionally imprisons its own kind.
ii) ... invents special instruments of torture for punishment.
iii) No other animal keeps its own brethren in slavery.
iv) acts of pure sadism
v) torment, spite, ... cruelty
vi) torture
vii) cruel, ...brutal, ...inflicts suffering ...with malice.

Exercise 8

1 i) Reasons in support of the statement (that English is a useful language)

ii) Definition (of a speech community)

iii) Classification (of speakers of English into two groups)

iv) Examples of

a) nations with a single major speech community,

b) nations made up of many speech communities,

c) speech communities extending across national boundaries,

d) countries where English is the native language,

e) countries where English is learnt as a second language,

f) the use of English as a functional language.

v) Restatement (That a second language extends one's vision and expands the mind is restated in later sentences.)

2 English is a useful language.

3 Yes.

UNIT 5 NOTE-TAKING -1

Structure

5.0 Objectives
5.1 Introduction
5.2 How to Read
5.3 Specimen Notes
5.4 Reduction Devices
5.5 Passage for Note-taking
5.6 Headings and Subordinate points
5.7 Let Us Sum Up
5.8 Key Words
5.9 Suggested Reading
5.10 Answers to Self-check Exercises

5.0 OBJECTIVES

The aim of this unit is to help you take notes for the purpose of study. For this you require a) the ability to read with a purpose, and to separate the essential information in a text from that which is repetitive and irrelevant, b) shortening devices to save time and condense your material, and c) a proper organization of the ideas contained in the text in terms of main points and subordinate points.

After you have completed this unit, you should be able to use these skills in preparing your notes.

5.1 INTRODUCTION

Almost anyone who studies at a college or university or works in an office has to take notes sometimes. As a student you generally take notes while listening to a lecturer in the classroom or a speaker at a seminar, or when reading your course books. In an office you may need to take notes when the boss gives you instructions, or when you attend a meeting or a conference. Sometimes you may have to take an examination to improve your qualifications or to compete for a better job. Then you have to take notes from the books you read. While taking notes, have you ever asked yourself the reason for taking them? There are usually two main reasons:

i) to keep a record of the speaker's or the writer's main ideas (not to take down or copy every word);

ii) to help your memory when, for example, you are revising for an examination, or preparing a report.

The tendency of many students is to try to write down as much as possible of what the teacher is saying. In this process, they often miss the main points of the lecture, but, on the other hand, take down a lot of unimportant information. Similarly, when you are taking notes from a book or an article, it is generally not a good idea to copy out large chunks of a text, unless you are going to quote from it.

In this unit we shall deal with taking notes from a reading text from the point of view of the organization of notes. In the next unit on Note-taking (Block 2, Unit 9) we shall discuss the organization of notes in terms of Tables and Diagrams.

5.2 HOW TO READ

When we read, we generally have a purpose in mind. The purpose may be to spend some time on a rainy afternoon by reading a detective novel or a love story.

Often our purpose is to obtain information on a particular topic. When you read a passage in order to obtain specific information, it is a good idea to acquaint yourself with the text by quickly going through it. You will notice that some paragraphs will contain the information you want, and they must be read carefully. Other paragraphs may contain a lot of repetition, and they can be skimmed, i.e. read faster and more superficially. There may be some passages that are of no interest to us or are completely irrelevant for our purpose, and they can be skipped.

Example 1

In the passage that follows, your purpose in reading will be to obtain information about the various kinds of heart diseases, their causes and symptoms.

A Heart disease is the enemy number one of the human body in our time. It accounts for the largest number of deaths in all affluent societies, outstripping cancer, accidents and infections as causes of death. In developing countries as well, this trend is apparent, now that fewer people die of infections, and more children survive the diseases of childhood.

B There are four important types of heart disease. Firstly, congenital heart disease, which is present at birth; an example of this is the so-called 'blue baby'. It accounts for 2 per cent of all heart diseases. The second type, rheumatic, is quite common in some developing countries among the young people, and accounts for some 30 to 40 per cent of all heart cases. It is caused by an infection of the throat which, if untreated, causes damage to the heart. The symptoms are a chronic sore throat, painful joints and high fever. This disease is widespread in many developing countries, due to poor living conditions and overcrowding.

C High blood pressure is also an important cause of heart disease, of the third type, hypertensive, and accounts for some 15 to 25 per cent of all heart cases. It is believed that among other factors such as stress and smoking, a higher salt intake in the diet leads to blood pressure.

D Degenerative heart disease, commonly known as ischaemic heart disease, is the cause of heart attacks, and is one of the most important health problems among adults throughout the world. Ischaemic heart disease is due to blocking of the two blood vessels which supply blood to the heart muscle. At birth they are wide open, but in a diseased state one or more of these vessels is completely blocked, leading to defective blood supply to various portions of the heart. This results in the well-known symptom of pain on emotional or physical stress called angina. What causes this is the laying down of a fatty substance, called cholesterol, in the wall of the artery, which gradually blocks the vessel and may close it completely.

E How does cholesterol get into the blood? It results partly from a diet rich in fats of animal origin, such as butter, cream, cheese, rich cuts of beef, ham and bacon, egg yolk, and saturated cooking fats, such as ghee.

(Based on 'The Heart' in Sarah Freeman, *Study Strategies in English)*

Glossary

A **ˈaffluent** (adj.)/ ˈæfluənt/ : having plenty of money or other possessions; wealthy

outˈstripping : getting ahead of

trend (n.) : a general direction or course of development

apˈparent/əˈpærənt/ : easily seen or understood

B **ˈblue ˌbaby** : a baby whose skin is blue when it is born because there is something wrong with its heart

ˈsymptom (n.)/ ˈsɪmptəm/ : a change in the body which shows disease

ˈchronic (adj.)/ ˈkrɒnɪk/ : lasting a long time

D **de'fective 'blood sup'ply** : faulty (here, insufficient) supply of blood

ham : preserved meat from a pig's leg

'bacon : salted or smoked meat from the back or sides of a pig

Self-check Exercise 1

Read the above passage carefully and answer the following questions :

1 In Paragraph A, the writer mainly wishes to inform the reader that

a) more children survive the diseases of childhood than ever before.

b) heart disease is also quite prevalent in developing countries.

c) heart disease is the world's major killer of our times.

(Choose the correct answer.)

2 State whether the following are true (T) or false (F):

a) A congenital heart disease is something that a baby is born with. ( )

b) A continually bad throat and fever will always lead to a rheumatic heart disease. ( )

c) Rheumatic heart disease is common among young people in some countries. ( )

d) People who smoke, but take less salt in their diet, are not likely to get high blood pressure. ( )

e) Angina is a signal that a person has high blood pressure. ( )

3 a) In what types of heart disease does diet play an important role?

.....

b) What are the food habits that contribute to heart disease in each case?

.....

.....

.....

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.....

.....

4 State the main idea of the passage. Write it as a title for the passage.

.....

5 a) The purpose in reading the passage was to find out details of the four types of heart disease in terms of their causes and symptoms. Which paragraphs do you think are unimportant for this purpose?

.....

b) Were they unimportant because

i) they did not contain the information you wanted, or

ii) the same information was repeated again and again?

.....

6 Write a summary of the passage in the form of points keeping in mind the purpose stated above.

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5.3 SPECIMEN NOTES

Compare your account of the 4 types of heart disease (Question 6 of Exercise 1) with the notes given below :

Notes (1)

Types of Heart Disease: their Causes and Symptons

1	Congenital heart disease (h.d.)	present at birth, e.g., blue baby
2	Rheumatic h.d. ←	(caused by) untreated infection of throat; symptoms — chronic sore throat, painful joints, and high fever. widespread in develop^{g} countries ∵ overcrowd^{g} + poor living conditions. accounts for 30-40 % of all heart cases.
3	Hypertensive h.d. = degenerative h.d. ←	high blood pressure ← stress, smoking + higher salt intake in diet.
4	Ischaemic h.d. ←	blockage of arteries by cholesterol → angina, heart attacks.

You will notice that the sentences and some of the words have been reduced, and certain symbols and abbreviations used. We give below a list of these reduction devices, which you can use while taking notes yourself.

5.4 REDUCTION DEVICES

Reduction devices are an important technique in note-taking. They help you save time when you are noting down something from a book. They are particularly useful when you are taking down notes from a lecture, because otherwise it will be difficult to keep pace with the speaker. Since notes do not contain repetitive and unnecessary information, reduction devices help to give a more organized picture of what the writer/speaker is saying.

1 You can use **symbols** (lines, arrows, etc.) instead of words.

a) Arrows

Look at this passage from the text:

'Blockage of arteries leads to a defective blood supply to the heart. This results in the well known symptom of pain on emotional or physical stress called angina.'

In the notes we can write:
Blockage of arteries → def. blood supply → angina

An arrow can also mean 'changes into', 'causes', 'contributes to', etc.

An arrow in the reverse direction (←) means 'is attributed to', 'is caused by' as in the following example:

'Rheumatic heart disease is caused by an infection of the throat which is not treated'.

Rheumatic h.d. ← untreated throat infection

An arrow with two heads (↔) can mean 'related to'.

b) Underlining is used to show what is important.

c) Mathematical symbols:

i) Figures instead of words for numbers (26 instead of 'twenty-six', for example).

ii) 'the same as' becomes =

iii) 'not the same as' becomes ≠

iv) 'is less than' becomes <

v) 'is more than' becomes >

vi) 'therefore' becomes ∴

vii) 'because' becomes ∵

2 You can use **abbreviations** (a few letters instead of the whole word).

a) Units of measurement:

i) second — sec.
ii) minute — min.
iii) hour — hr.
iv) year — yr.
v) month — mth.
vi) meter — m.
vii) kilogram — kg.

b) Useful abbreviations for words and phrases:

i) and so on — etc.
ii) compare — cf.
iii) that is — i.e.
iv) for example — e.g.
v) about, approximately — ca.
vi) twentieth century — C 20

c) Shortening *-tion* or *-sion* at the end of a word, e.g.;

i) reaction — react$^{n.}$
ii) conclusion — conclus$^{n.}$

You can usually shorten words by omitting or shortening the ending or suffix, and putting a full-stop to show that something has been omitted. There are some words which are shortened in a standard way and others which you will have to shorten yourself on the pattern of the common words. Here are some examples of abbreviations of words taken from Example 1, which follow the pattern shown above:

developing — develop^{g}
emotional — emot $^{nl.}$
defective — defect $^{ve.}$
important — import $^{nt.}$

d) Shortening long words or phrases for which there is no symbol or abbreviation, or even a pattern that can be followed. Here are some examples from the passage that you have read :

disease — dis.
heart disease — h.d.
blood pressure — b.p.
cholesterol — cholestl.

Shortening of words as in (c) and (d) is probably more useful when you take down notes during a lecture, as it is difficult to keep pace otherwise.

Here it doesn't really matter what system you use, as long as you can understand your own notes when you return to them after some time. It may be a good idea when adopting your own abbreviations to write a word or a phrase in full with your abbreviation after it the first time it occurs. e.g., heart disease (h.d.)

The lists of symbols and abbreviations given here and the suggestions for shortening words and phrases are not, of course, complete and exhaustive. These are mere suggestions, which will enable you to use these abbreviations and symbols whenever you have to take down notes.

Self-check Exercise 2

Shorten the following sentences, but do not shorten them so much that you may not understand your notes later.

1 At about the age of four, the school life of a child begins.

.....

2 For example, water covers seventy-one per cent of the earth's surface.

.....

3 Heart disease causes half a million deaths a year in the United States of America.

.....

4 Two important diseases caused by the deficiency of Vitamin A are Xerophthalmia and night blindness.

.....

.....

5 Road conditions also contribute to higher fuel consumption and this increases pollution.

.....

.....

Glossary

de'ficiency/dɪ'fɪʃənsɪ/ : shortage

ˌXeroph'thalmia : a disease of the eye, characterised by the failure of the functioning of the tear glands

'night ˌblindness : inability to see things at night or in weak light

fuel/fjuel/ : material used for producing heat or power by burning, e.g., oil, gas, etc.

pol'lution : impurity in air, water, etc.

5.5 PASSAGE FOR NOTE-TAKING

Now read the following passage. Your purpose will be to discover the different theories of aging. Once again, only some paragraphs in the passage will be useful to you.

Example 2

A The average life span differs very widely for different organisms. While some live for short periods, others may have a life of several decades or even centuries. None, however, lives forever. Even if an individual meets with no fatal accident, is not eaten up by a predator, or does not suffer a killing disease, death still comes as the natural final result of old age.

B Aging is defined as the process of progressive deterioration in the structure and function of the cells, tissues and organs of the organism as it grows older. The area of developmental biology which is concerned with the study of the processes of aging is known as gerontology.

C Why should an animal age at all? Why do some animals age more rapidly and have a shorter life span than others? Why do different cell types and tissues within the same individual age at different rates? We still do not know enough about the process and causes of aging, although many theories have been proposed to explain this phenomenon.

D Some biologists suggest that adverse changes in the environment are the causes of aging in the organisms. Others believe that aging is an intrinsic genetic property of the cells of an organism. According to a compromise theory, aging is due to an interaction between hereditary factors (genes) and the environment. We know, for example, that domestication of animals increases their life span. Another theory proposes that the cells and organisms with a high rate of metabolism age more rapidly and die sooner than those with a relatively lower rate of metabolic activity.

E A more recently proposed immunity theory of aging suggests that the decline and disappearance of the thymus gland by late middle age in man is the primary cause of aging. With the disappearance of this gland, the defences of the body against foreign invasion weaken, and, at the same time, the number of defective, abnormal and harmful cells produced in the body itself goes up. This results in increasing damage and destruction of the tissues.

F While each theory of aging is supported by some evidence, none of them comprehensively explains this phenomenon. A theory which explains aging in all kinds of organisms can be formulated only when more facts are known about aging processes in a variety of species living under different conditions.

(Adapted from *Biology*, a textbook for Higher Secondary Schools, Classes XI-XII, NCERT.)

Glossary

A **'organisms**/'ɔ:gənɪzmz/ : living beings

'decade : a period of ten years

'fatal (adj.) : resulting in death

'predators/'predətəz/: wild animals who live by killing and eating other animals

B **de,terio'ration:** becoming worse

cell : the smallest division of living matter able to act independently

'tissue/' tɪʃu: / : animal or plant cells, especially those that are like in form and purpose and make up a particular organ, e.g. lung tissue, leaf tissue

bi'ology/baɪ'ɒlədʒɪ/ : the scientific study of living things

D **adverse**/'ædvɜ:s/ : unfavourable

in'trinsic/ɪn'trɪnzɪk/ : being part of the nature or character of someone or something

genes/dʒiːnz/ : small parts of the material which makes up the centre of a cell. Each of these parts controls the development of one or more qualities in a living thing which have been passed on from its parents.

ge'netic/dʒɪ'netɪk/ : concerning genes

'compromise/'kɒmprəmaɪz/ **'theory**: a middle position which takes something from both the competing theories

he'reditary/hɪ'redɪtərɪ /: passed down from parent to child

do,mesti'cation of 'animals: making animals able to live with man and serve him, especially on a farm

me'tabolism : the chemical activities in a living being by which it gains energy, especially from food

E **decline**/dɪ'klaɪnʃ (n.) : moving to a worse condition

'thymus 'gland : a gland which is located near the breast bone

gland : an organ of the body which produces a liquid substance, either to be poured out of the body or into the blood stream

F **,compre'hensively**/,kɒmprɪ'hensɪvlɪ/ : thoroughly; including everything

Self-check Exercise 3

The following questions will help you to understand both the content and the organization of the passage better.

1 What title would you give this passage?

.....

2 What are the various causes of death mentioned in the passage?

.....

3 Which theory, according to the author, explains aging 'Comprehensively'?

a) the 'compromise' theory according to which hereditary factors and environment play an important role in aging;

b) the immunity theory which suggests that the defence mechanism of a human being declines with the disappearance of the thymus gland in middle age;

c) the rate of metabolism theory, which proposes that organisms with a higher rate of metabolic activity die earlier than those with a lower rate of metabolic activity;

d) None of these.

.....

4 What could be the 'foreign invaders' referred to in paragraph E?

.....

.....

Self-check Exercise 4

Notes (2)

Fill in the gaps to complete the following notes :

Theories of Aging

1 adverse changes in envt.

2 intrinsic ..... (i) .....

3 ..... (ii) ..... + envt' factors

e.g. ..... (iii) .....

4 ..... (iv) ..... metabolic activity ⟶ aging

5 immunity theory ..... (v) ..... disappear^{ce} of
..... (vi) ..... in late middle age in man.
. . ..vii..... attack .....(viii) .....+
greater product^{n} of ..... (ix)..... ..... ⟶
(x).....

You will notice that besides using symbols and abbreviations we have also omitted words like *the, a* and the verb *be (are, is, was, were,* etc.). In note-taking such omissions are quite common, because we want to save time. However, in normal writing you must not use any of these shortening devices.

5.6 HEADINGS AND SUBORDINATE POINTS

When the information content is small and not particularly well-organized, our notes may contain just a few phrases. However, when we study, our information content is often large and organized around a topic. In such a situation, it makes our notes clearer, if we have headings and subordinates points. For example, look at Notes (1) again.

Heading : Types of Heart Disease — Their Causes & Symtoms

Subordinate points
1) Congenital h.d.
2) Rheumatic h.d.
3) Hypertensive h.d.
4) Ischaemic h.d.

It is perhaps helpful to follow a pattern where

a) the heading is underlined;

b) the subordinate points are placed under the heading and indented, that is, the lines are started further into the page than the line for the heading. This shows that they are dependent on the main topic. The subordinate points are directly under each other. This shows they are of approximately the same importance.

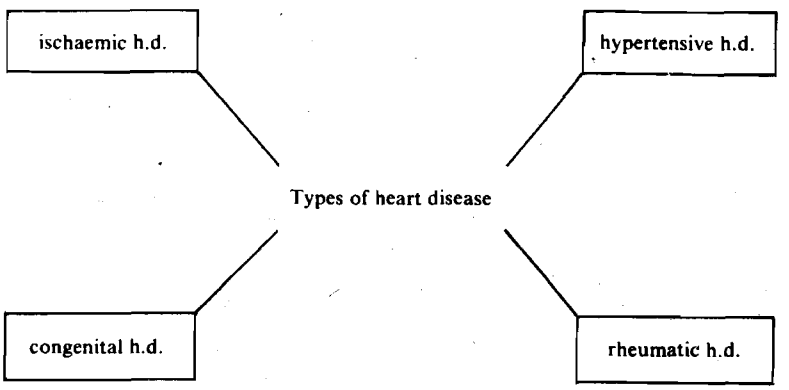
Two Types of Subordinate Points

There are generally two types of subordinate points.

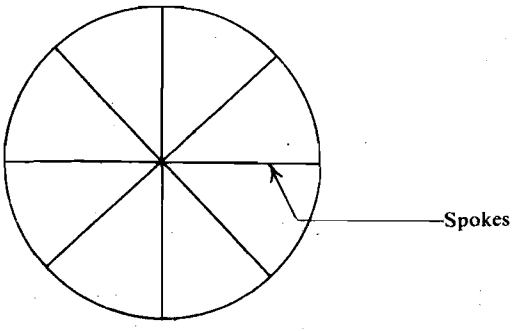
a) Those that are independent of each other, depending only on the heading; for example, see Notes (1) and (2).

b) Those that are related to each other, only the first depending directly on the heading.

If you look at Notes (1) again in Section 5.3, you will notice that the subordinate points can be reordered (e.g. 4 before 3 before 2, etc.). In fact, they can also be arranged like this:



These sub-points are all directly dependent on the heading. Some books call such sub-points **spokes,** because they can be arranged like the spokes on the wheel of a bicycle, as shown in the figure on the next page.



Example 3

Read the following passage carefully and find out where human settlements took place and why.

> There is hardly any part of the globe in which people have not settled. In some cases the settlement may be no bigger than one or two families and their livestock, in others the settlement may be a city as large as New York.
>
> There is always a good reason for a settlement being where it is. If you look in the atlas you will see that most of the world's major cities are located on an important river or on a coastline. This is because they grew up as trading centres, importing and exporting goods to serve their surrounding areas. Inland towns and cities are often at the meeting point of two or more land or river trading routes. With trade comes prosperity, so towns and cities can support increasing populations.
>
> Agricultural settlements — farms and villages — need fertile soil and a supply of water for both crops and drinking. River valleys have both, and so are often densely settled — a large proportion of India's population, for example, lives in the plain of the Ganges river.
> Another factor determining the siting of a settlement is that it can be easily defended against enemy attack in time of war. Many towns and villages were originally founded on hill sites for this reason.

(from Dougal Dixon : *Geography,* Franklin Watts)

Glossary

'livestock : animals kept on a farm, such as cows, sheep, goats, etc.

pro'sperity/pro'speriti/ : success and good fortune, especially in money matters

'densely (adv.) : in such a way that they are closely packed

o'riginally : in the beginning

Self-check Exercise 5

1 If you were taking notes, what heading would you give this passage?

.....

2 Are the subordinate points of this passage dependent on each other?

.....

3 Take notes from the passage above, keeping in mind the heading and the subordinate points. Some help is provided for you.

Notes (3)

.....(i).....

1 Location.....(ii).....

Reason.....(iii).....

2 Location.....(iv).....

Reason.....(v).....

3 Location.....(vi).....

Reason.....(vii).....

Example 4

Read the following paragraph on the formation of coal.

The process of formation of coal is thought to have begun over 250 million years ago. At that time much of the world was covered with luxuriant vegetation growing in swamps. Many of these plants were types of ferns, some as large as trees. When this vegetation died, it sank into the muddy water, where it gradually decomposed. As decomposition took place, the vegetable matter lost oxygen and hydrogen atoms, leaving a deposit with a high percentage of carbon. In this way peat bogs were formed. As time passed, layers of sand and mud settled from the water over some of the peat deposits. The pressure of these overlying layers, as well as movements of the earth's crust and sometimes volcanic heat, acted to compress and harden the deposits and raise the carbon content in them, thus producing coal.

(from Funk and Wagnall's *New Encyclopaedia,* Harper and Row Publishers Inc.)

Glossary

lux'uriant/lʌg'zjʊərɪənt/(adj.) : growing in plenty

ˌvege'tation : plant life in general

swamp/swɒmp/ : soft wet land

fern : a type of green plant with feathery shaped leaves and no flowers

ˌdecom'posed : decayed; broken up and separated into simple parts

peat : partly decayed vegetable matter which takes the place of ordinary soil in a certain area (peat bog) and is used for burning instead of coal

over'lying 'layers : layers lying over something else, here layers of sand and mud lying over peat deposits.

com'press/kəm'pres/ : force into less space; press together

Self-check Exercise 6

Read the passage carefully and take notes from it, keeping in mind the heading and the subordinate points. Some help is provided for you. Note how the relationship of the subordinate points here is different from that in Notes (3).

Notes (4)

(heading) ..... (i) .....

1 vegetation growing in swamps (over 250m. yrs ago).

2 ..... (ii) .....

3 it decomposed

4 decomposition ⟶ ..... (iii) .....

5 peat bogs formed

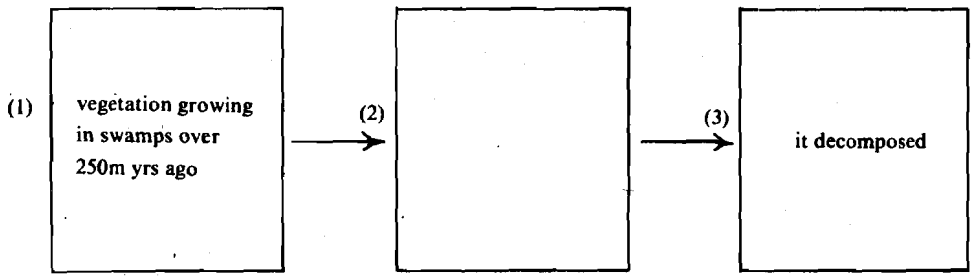
6 ..... (iv) .....

7 ..... (v) .....

Check your answers with those given by us at the end of the unit.

In Notes (4) the sub-points are again arranged vertically, but they cannot be reordered, because each point leads to another. To show clearly that one point leads to another, they can be arranged horizontally, like this :

Formation of Coal



Some books call these subordinate points links in a chain.

We would suggest that you arrange your notes vertically rather than in spokes or chains. It is, however, useful to know whether the subordinate points in a text are dependent or independent of each other.

This will help you read with greater understanding.

Subordinate points that are independent of each other need not all be noted. If one or more is omitted, it will not affect the rest.

Subordinate points that are dependent on each other must all be noted.

5.7 LET US SUM UP

In this unit we have suggested that it is necessary to read with a clear purpose in mind, so that you can separate the essential information in a text from what is repetitive or irrelevant. We have also told you about the techniques of note-taking in terms of

- shortening devices such as abbreviations and symbols, and
- the organization of notes in terms of headings and subordinate points.

5.8 KEY WORDS

con'dense : put into fewer words

con'genital : present from birth

de'tective (novel) : one in which the main interest is a puzzling crime and the process of solving it

en,cyclo'paedia : a book giving information about every branch of knowledge

'heading : words at the top of a section of written matter

note : a short record made to help the memory

'specimen : an example of a class

sub'ordinate : less important

'symbol : a sign looked upon as representing something

'symptom : a change in the body's condition that indicates illness

5.9 SUGGESTED READING

Sarah Freeman: *Study Strategies in English*,Orient Longman.

5.10 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

1 c)

2 a) T b) F c) T d) F e) F

3 a) Hypertensive and Ischaemic heart diseases.

b) A high intake of salt can lead to hypertensive heart disease.

A diet rich in fats of animal origin, such as butter, cream, cheese, beef, ham, bacon, egg-yolk and ghee can increase the level of cholesterol in the blood and cause ischaemic heart disease.

4 Types of Heart Disease : their Causes and Symptoms

5 a) Paragraphs A and E

b) (i) for both A and E.

Exercise 2

1 At 4 child begins school.

2 e.g. water covers 71% of earth's surface.

3 Heart dis.⟶1/2m. deaths p.a. in U.S.

4 def^{cy} of Vit. A ⟶ Xerophthalmia / ⟶ Night blindness

5 Road conditions ⟶ higher fuel consump^{n} ⟶ more pollution

Exercise 3

1 Theories of Aging

2 accident, being eaten up by a predator, disease, old age.

3 (d)

4 These could be various kinds of disease-causing bacteria, germs, and virus.

Exercise 4

i) genetic property of cells

ii) hereditary

iii) domestication of animals increases life span

iv) higher

v) suggests

vi) thymus gland

vii) foreign invaders

viii) body

ix) defective, abnormal cells in body

x) damage to tissues.

Exercise 5

1 The Location of Human Settlements

2 No; they are dependent on the Heading.

3 i) The Location of Human Settlements

ii) on rivers or coastlines

iii) trading centres

iv) in river valleys

v) agriculture

vi) hill sites

vii) defence against enemy attack

Exercise 6

i) Formation of Coal

ii) when it died, it sank in muddy water

iii) loss of O+H atoms in veg. matter ⟶ high % of C.

iv) sand + mud settled on peat.

v) pressure of overlying layers + movements of earth's crust + volcanic heat ⟶ compress^{n} and harden^{g} of deposits + more C ⟶ coal.

UNIT 6 WRITING REPORTS -1 REPORTING EVENTS

Structure

6.0 Objectives
6.1 Introduction
6.2 Different Stages in Writing a Report
6.3 Types of Report
6.4 Reporting an Event
Example of a Report
6.5 Let Us Sum Up
6.6 Key Words
6.7 Suggested Reading
6.8 Answers to Self-check Exercises

6.0 OBJECTIVES

In this unit we shall introduce you to the subject of report writing and show you how to report an event — for example,an accident.

6.1 INTRODUCTION

What is a report? Though we use the term to refer to a number of different kinds of written communication, we usually define it as an organized, factual, and objective presentation of information. By 'organized' we mean that its parts should form a whole and by 'objective' we mean that it should not be influenced by your personal feelings. When you write a report, you try to convey some information to others. You may wish to give an account of some event that you have come to know of. You may like to describe your personal experiences or state the results of your investigation. A report may contain opinions, but these opinions should be supported by factual evidence. News stories are typical reports, but so are scientific articles, research papers, survey reports and business reports. In other words, any composition based on factual information is a report.

Exercise 1

Write a letter to your father or some other near relative, giving a brief report on your studies, your hostel life, and your friends. (about 100 words.)

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6.2 DIFFERENT STAGES IN WRITING A REPORT

How does one write a report? As is the case with any other serious task, you have to plan your report also.

Stage 1 You have to ask yourself a number of relevant questions. For example : What information is to be conveyed? What is its purpose? Who is it for?

Stage 2 At the next stage you gather relevant material from different sources. While doing so, you will have to take down notes. The advantage of taking notes is that you will not have to depend on your memory to recall every detail whenever you require it.

Stage 3 You have now to write an outline of the report. The outline makes the writing of your report easier and more effecitive, as it enables you to attend to one part of the report at a time. Most reports contain three main parts : the introduction, the body, and the conclusion. In the introduction, you should state the subject and the purpose of the report. You may also give the background information, if necessary. In the body of the report, you should present a detailed and organized account of the subject of the report. You may also include figures, tables, graphs, and charts as supporting evidence. In the conclusion, you should summarize your observations, and give your suggestions or recommendations.

Example

The outline of a report on a fire accident can be written as follows :

(The actual report is given later in this unit.)

Introduction : A major fire accident took place in New Delhi.

Body : Exact time and place at which the fire started — cause of the accident — casualties — loss of property, etc.

Conclusion : The reason for the continuation of the fire for a long time. Precautions to be taken to prevent such accidents.

Exercise 2

As the Cultural Secretary of the Students' Union at your college give an outline of your annual report.

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Stage 4 Having prepared your outline, you must think of the language to be used. Of course, it will depend on the kind of topic and the kind of reader you have in mind. Remember that you are writing to communicate with others, not to impress or mystify them. The following rules will be useful:

1 **Be clear.** To be clear your writing must be definite and not vague. You must also avoid ambiguity. By 'ambiguity' we mean that a word or sentence may be understood in more than one way and even the context does not make the meaning clear.

Example

An ambiguous sentence : The neighbours avoided the Johnsons because they were snobs.

A clear sentence : Because the neighbours were snobs, they avoided the Johnsons. *(or* Because the Johnsons were snobs, the neighbours avoided them.)

2 **Be simple and brief.** Try to say one thing at a time and say it briefly and directly. Do not overload your sentence by trying to say too much. Use short sentences as far as possible. In a sentence do not use more words than are necessary.

Example 1

Overloaded sentence : I prefer a large university because there you can meet many kinds of people with different interests from many parts of the country, where there are different ideas, and a wide experience with many kinds of people is an important part of education.

Improved version : Experience with many kinds of people is an important part of education. In a large university you can meet people from many parts of the country and people with different interests. I prefer a large university because it provides this important part of education.

Example 2

A sentence with unnecessary words : We thought we had an adequate supply of food with enough for everyone to eat.

Improved version : We thought we had an adequate supply of food for everyone.

3 **Avoid repetition.** A word may not sound well if it is repeated too often. In such cases you should replace it by a synonym or a substitute word. Sometimes awkward repetition can be corrected by rewriting the sentence.

Example 1

Awkward repetition : I have chosen a *topic* that is a frequent *topic* of conversation today. My *topic* is developing our own natural resources.

Improved version : I have chosen a topic frequently heard in conversation today — developing our own natural resources.

Example 2

Awkward repetition : My point is that too much emphasis is placed on college education, and this emphasis on college education makes many people go to college who don't need or want a college education.

Improved version : My point is that too much emphasis on college education makes many people go to college for education they don't need or want.

Example 3

Awkward repetition : Nehru and Ambedkar had entirely different ideas about government, but Nehru and Ambedkar both contributed much to our government.

Improved version : Nehru and Ambedkar had entirely different ideas about government, but they both contributed much to our country.

4 **Avoid jargon.** Jargon is language that is hard to understand because it is full of special words known only to the members of a certain group. If your report is for circulation only among fellow experts, you can use this kind of technical language, but if the report is for a non-specialized group, avoid the use of technical language.

Example

Jargon : In non-exceptional structures the coordinates that constitute multiple units exhibit essential similitude in grammatical functioning and usually in parallelism of semantic qualities in addition.

Improved version : Ordinarily elements in a series in a sentence are alike in grammatical form and usually have some similarity of meaning too.

Self-check Exercise 3

Point out the faults in the following sentences :

i) Children often anger parents; they won't talk to them.

.....

.....

ii) This narration is narrated by a narrator whom we cannot completely believe.

.....

.....

iii) I want to go to college because going to college will satisfy my long-felt desire.

.....

.....

6.3 TYPES OF REPORTS

Though it is difficult to give a rigid classification of reports, we can say that some of the common types of reports are : (i) reports on events; (ii) reports on meetings and speeches; (iii) reports on interviews; (iv) reports of surveys, (v) reports on experiments.

In this unit we shall discuss the reporting of events. The other types of reports will be taken up in later units.

6.4 REPORTING AN EVENT

You come to know of various incidents in your day-to-day life. For example, whatever kind of work you do, accidents and equipment failures may occur in your place of work. You may have to write reports on such accidents so that the causes can be determined and necessary steps taken to prevent their taking place again. The report on an accident can even be used by the police or a court of law inquiring into the matter. So the report — an accident report, as it is usually called — should be prepared as promptly, objectively and accurately as possible.

In the beginning of the accident report, state briefly the nature of the accident you are reporting on. Describe any physical injury or property damage caused by it. Be sure

to include the precise details of the time, the date, and the place of the accident, the names of witnesses or the sources of information, and any other important detail. Try to indicate the cause of the accident, if known. Finally, give your suggestions or recommendations for the prevention of a recurrence of the accident. While writing the report, be exact and objective and support your opinions with facts. Of course, all accident reports need not follow the same pattern.

Example of a Report

Here is a report on a fire accident that took place in New Delhi recently.

Major Fire in Multi-storeyed Building

A major fire broke out in Ansal Bhawan, a multi-storeyed building on Kasturba Gandhi Marg in New Delhi on the morning of 29th June. The fire was noticed at 10-45 a.m. on the fifth floor and in no time the fifth, sixth, seventh and eighth floors were gutted and thick smoke covered the entire building. While a large number of office workers rushed out of the building as the fire raged, nearly 300 persons were left on the terrace of the building.

Tenders from the Airport Fire Service and the Defence Institute for Fire Research helped the Delhi Fire Service to rescue the stranded people. The Army and the Navy personnel were also summoned to the building during the five-hour fire-fighting operation. Indian Air Force helicopters were also flown to the building to rescue people, but the operation had to be called off as it was found that they were in fact fanning the flames.

Some workers on another building managed to build a causeway between the two buildings by using ropes and wooden poles.

The fire was fully extinguished around 3.30 p.m. Three persons were killed in the blaze and about 55 persons were taken to a nearby hospital as they were overcome by smoke.

An electrical short-circuit on the fifth floor of the building is reported to be the cause of the trouble. Due to neglect of safety precautions and inadequacy of fire-fighting equipment, the building became a veritable death-trap for hundreds of people. So the Delhi Fire Force Officials have decided to issue statutory notices to the owners of about 200 high-rise buildings in the city asking them to provide the necessary fire safety measures.

(from *The Times of India* dated 30 June 1987)

Glossary

'causeway : a raised path

ex'tinguished : put out

'veritable : real

Self-check Exercise 4

Read the report given above and answer the following questions :

1 What is the subject of the report?

.....

.....

2 When and where was the fire first noticed?

.....

.....

3 How many persons were stranded on the terrace of the building?

.....

4 How were they rescued? Who rescued them?

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5 What was the cause of the fire?

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6 What is your suggestion for preventing the recurrence of such accidents?

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Exercise 5

Write a brief report on the Independence Day celebrations in your city.

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6.5 LET US SUM UP

A report is an account of events, experiences, etc. We have shown in this unit how a report should be planned. An outline has to be prepared first. The introduction, the body, and the conclusion are the three main parts of a report. Your language should be clear, concrete, and precise. Avoid jargon and roundabout ways of expression. Try to be simple.

There are many types of reports. In your report on accidents, you should give the precise time and place of the accident, and information about people killed or injured, the damage caused to property, and the cause of the accident.

6.6 KEY WORDS

com,muni'cation : passing on news, information, etc.

e'vent : happening

'jargon : language difficult to understand, because it is full of technical words

ob'jective (adj.) : not influenced by personal feelings or opinions

'organized : arranged in a system

'relevant : connected with what is being discussed

re'port : an account of something heard, seen, done, etc.

'short-'circuit : an accidental fault in wiring as a result of which the electric current flows without going through the resistance of the complete circuit

6.7 SUGGESTED READING

A good daily newspaper.

6.8 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

Suggestions : You may write about the courses you are taking, what you think of your teachers, your special interest in a particular course, the accommodation and the food provided at your hostel, the friends you have and the places they come from.

Exercise 2

Suggestions : You may write about the history of your association, the competitions held during the year in fields like music, dance, and literature, the names of the people who came to deliver lectures or give performances, and your views on the activities arranged during the year.

Exercise 3

i) Ambiguity. It is not clear whether the pronoun 'they' refers to children or parents.

ii) Repetition. Improved version: This story is told by a narrator whom we cannot completely believe.

iii) Repetition. Improved version : I want to go to college because it will satisfy my long-felt desire.

Exercise 4

1 A recent fire accident in a multi-storeyed building in New Delhi.

2 At 10.45 on the morning of 29th June; on the 5th floor of Ansal Bhavan on Kasturba Gandhi Marg.

3 About 300.

4 A causeway was set up by some people working on a building close by.

5 An electrical short-circuit.

6 Fire safety measures should be taken in all high-rise buildings.

Exercise 5

Suggestions : You may point out how and when we achieved Independence, and refer to the great men who led the country in the freedom struggle. Give an account of the speeches and other cultural programmes arranged in your city.

UNIT 7 ARGUMENTATIVE COMPOSITION-1

Structure

7.0 Objectives
7.1 Introduction
7.2 Persuasive and Argumentative Compositions
7.3 Techniques of Argument
  7.3.1 The Assertive Argument
  7.3.2 Argument by Illustration
  7.3.3 The Factual Argument
  7.3.4 Refutation or Counter-argument
7.4 Composing an Argument
7.5 Let Us Sum Up
7.6 Key Words
7.7 Answers to Self-check Exercises

7.0 OBJECTIVES

In this unit we shall talk about

i) argumentative composition and how it differs from other kinds of writing;

ii) the techniques employed in argumentative writing.

We shall also show you how an argument is composed.

After completing the unit you should be able to (i) describe and use some of the techniques of argument, and (ii) compose an argument successfully.

7.1 INTRODUCTION

In Units 1-2 (Block 1) we discussed the composition of a paragraph. In Unit 3 we discussed the various steps in writing a longer composition, and in Unit 4 we took up expository composition. We shall now introduce you to argumentative composition, even though it is difficult to make a clear distinction between an expository composition and an argumentative composition.

7.2 PERSUASIVE AND ARGUMENTATIVE COMPOSITIONS

When you read textbooks, newspapers, magazines, novels, or anything else, you are likely to come across persuasive writing, which has the power to influence the reader into believing or doing what the writer wishes. Since the aim is to make the reader accept the author's view as correct, there is an attempt to argue, sometimes not very logically, to bring home to the reader a certain point of view. But when one argues, one has to give reasons in support of a statement or against it. Therefore, argument is usually based on logic, which is the science of 'reasoning'. In an argument one has to offer reasons in support of, or against an opinion expressed in the form of a statement.

In an expository composition the aim is to explain something and make it clear. Never before have people been able to know so much about so many subjects. The increase in the flow of information of every kind is due to the number of ways in which information can be gathered and conveyed these days, that is, the means of communication. We have newspapers, magazines, and journals, and also the radio, television, the telephone, copying machines, and computers, to name just a few simple devices. It is not surprising, therefore, that expository writing has become a powerful influence on our lives. Whenever we wish to know the facts about a subject, what something is or how it operates, how to do something, or why one thing causes another, we turn to expository writing.

When one argues about something, one tries to find out all the facts about the subject. In other words exposition helps argument. After all, if an argument is not based on facts, it is not likely to be convincing. To give you an example, if I discuss Women's Liberation, I must present some background information on how the concept emerged through the years to be able to argue for or against a certain point of view. Such a background is provided by expository writing. In expository composition, therefore, the writer seeks to inform the readers, not to persuade them to accept his view.

It is difficult to say how exactly a reader is affected by various kinds of writing. A poignant story, that is, a story producing a sharp feeling of sadness or pity, a frightening description, or an appealing expository essay may also affect a reader's feelings or beliefs. But in persuasive and argumentative writing, the effect upon the reader is the author's principal object. The writer, in order to convince his reader, must know him as well as the subject he is talking or writing about. The writer must ask: How can I influence my readers' beliefs and actions? What do they believe now? How do they act? What sort of people are they? What kind of argument is likely to appeal to them? The reader, on his side, too, must raise as many questions as he can about the subject being discussed.

Instead of simply agreeing with what the writer says, the reader has to be careful to weigh the evidence, check the facts, evaluate the arguments and resist blind emotion, and then make up his mind. Let the writer convince you by facts and logic. Remember the following questions, which should help you to decide whether to believe in a writer's argument or not.

1 What controversial subject is the topic of the discussion?
2 Can you state both sides of the controversy?
3 Has the author sufficient knowledge and experience to discuss the subject with authority?
4 Are facts and evidence used to support the argument?
5 Is any information which is damaging to the argument left out?
6 Do the arguments sound reasonable?
7 Do you see any mistakes in reasoning?
8 Are you being asked to agree with the argument solely on the basis of a powerful emotional appeal?

These questions will help you to judge an argumentative composition for its merits and defects.

7.3 TECHNIQUES OF ARGUMENT

There are various tactics which writers employ in order to persuade their readers to accept their point of view.

7.3.1 The Assertive Argument

One of the techniques of argument is the assertive way, which is marked by forceful statements or claims. In an assertive argument the writer gives general reasons in support of his or her position. The readers accept or reject such claims to the extent they are in accordance with their own experiences.

Example 1

> Women have a right to equal opportunities in public life and worthwhile careers. They must be given improved training facilities in every field, equal access to the professions, to universities, and to courses enabling them to obtain higher qualifications — and then opportunities for winning promotions in their chosen careers must be genuine and meaningful.

Glossary

[1]access : entrance

(The mark[1] placed before the syllable that carries the main stress in a word.)

In the above passage we seem to feel that the assertion is a general truth and, therefore, strong enough to convince us. Read the passage carefully and answer the following questions. You may check your answers with those given by us at the end of this unit.

Self-check Exercise 1

1 What does the writer assert?

.....

.....

2 Does the writer support his assertion by giving facts or illustrations, or using any other technique to prove his point?

.....

Making general statements about social situations is very common. Sometimes generalisations are all that we can talk about because detailed evidence does not exist.

Indeed such assertions act as useful guides in cases where evidence is not available. At the same time, remember that, however brilliant and forceful a general assertive statement may appear to be, an assertion by itself does not make the case very strong.

7.3.2 Argument by Illustration

A step above assertion are those arguments which are supported by illustrations or examples. In the following passage the writer uses an example to support his statement that a middle class Chinese housewife in Singapore does not do so much work as an American woman.

Example 2

> In Singapore recently I had an opportunity to see how middle class Chinese wives lived. Mrs. Chang Eng's husband enjoyed an income markedly less than the average in Buck's county, but her day ran something like this: rise at ten; dress in clothes laid out by a personal maid; inspect the children, who were being cared for by an amah; check the day's meals, which would be prepared by a cook and served by a maid; drive to the daily mah-jongg game in a car handled only by the chauffeur; and in the late afternoon return home to rest and dress for her own dinner party, where she will be hostess but for which she has not done a single bit of preparatory work.
>
> (from Michener: *A Michener Miscellany, 1950-1970)*

Glossary

[1]county : a district
amah : a nurse-maid
[1]mah-[1]jongg : a Chinese game played by four persons with 144 pieces
[1]chauffeur : a person employed to drive someone's car

Self-check Exercise 2

1 List the words in the above passage which suggest domestic activity.

.....

.....

2 What are the activities of a middle class housewife in a Chinese family in Singapore?

.....

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Note the use of the semicolon in the above example. The semicolon is a mark (;) used in writing and printing to separate different members of lists and sometimes independent parts of a sentence. In this passage, the semicolon separates different items on a list. The activities of a Chinese housewife appear to be screened in front of your eyes. The use of the semicolons convinces us that the Chinese housewife finishes her day's activities without doing any work herself.

Self-check Exercise 3

Put a semicolon where necessary:

1 You know it has happened yet you don't want to believe it.
2 Work when you work play while you play.
3 To err is human to forgive divine.

As with the assertive argument, the writer's contention in an illustrative argument may not be untrustworthy; it may simply need stronger evidence before it can be accepted.

7.3.3 The Factual Argument

An indisputable way of arguing is presenting the evidence of facts. Facts are things that have actual existence, or events that have actually happened. Statements of facts can, therefore, be used in an argument. In Example 3 cited below the author talks of the British Parliament's decision to open 24-hour child care centres to enable women to lead useful lives and not be pinned down by domestic work. The data, however, suggests that Parliament's decision has not been carried out in practice.

Example 3

> At the last count, there were only 466 local authority nurseries caring for 25,574 children in all — and this at a time when Britain has nearly nine million working women, representing close on 40 per cent of the country's total work force.

(From Michael D. Jacobson: *Pros and Cons: A Debater's Handbook, Routledge*)

7.3.4 Refutation or Counter-argument

To refute is to disprove, to answer another person's argument. Often refutation is the main purpose of an argument. Whenever you argue, remember that there may be counter-arguments from other people. Refutation points out the weaknesses in another person's logic or evidence.

Study the following debate on whether married women should get jobs. See how an argument is proved wrong by giving a counter-argument.

Example 4

For	Against
(1) Married women have as much right to take part in the general activities of the community as other people. They are just as likely to do good work, and many of them do not feel satisfied solely by household and family duties.	(1) A married woman should find enough scope for her talents in looking after the home and her husband. Her first duty is to care for her family.
(2) While young children may need their mothers, older children are sufficiently cared for during the day by school facilities. All responsible mothers who take a job make sure that their husbands will be at home in time to look after their children.	(2) The rise in juvenile delinquency is partly due to working mothers' absence from home, which contributes to unconscious resentment, bewilderment and the build-up of an anti-social attitude in later years.

(from Michael D. Jacobson; *Pros and Cons: A Debater's Handbook, Routledge)*

Glossary

re'sources : possessions in the form of wealth and goods that help one to do what one wants
'juvenile de'linquency : crimes by young persons
un'conscious : not intentional
re'sentment : the feeling of anger at bad treatment
be'wilderment : confusion
'anti-'social : that causes damage to the way in which people live together peacefully

Self-check Exercise 4

Read the following passage on 'Examinations: Should they be abolished?' and provide three counter-arguments.

Examinations test only memory and the capacity to pass examinations, without testing the capacity for original thought or imagination. Cramming induces disinterest in learning. Examinations promote a liking for the brilliantly clever pupils, and the less gifted feel neglected.

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The passages so far taken up in this unit have been chosen because they exemplify a particular device or strategy which writers can use to persuade their readers. Most writers, however, make use of more than one such device to persuade you to accept their point of view. One major characteristic of the convincing argument which needs to be discussed is that the writer has foreseen possible objections to his assertion. Therefore, he tries to forestall possible criticism which his readers might make. In the following passage on Women's Lib., the writer takes into account the views of the conservatives who do not wish to change. They look down upon women's organisations all over the world.

Example 5

> Women's Lib. may have aggravated and irritated many people, but that is precisely what it has set out to do. However extreme some of its actions and statements may seem to the more conservative-minded, it has succeeded in getting many members of the public to start thinking and talking about issues which had not interested or even occurred to them previously. Without the 'ginger' provided by the Women's Liberation Movement, progress towards equality would not have advanced so far, so fast as it has.

Glossary

[1]aggravated: annoyed
[1]ginger: the quality of being active

Self-check Exercise 5

1 What is meant by 'conservative-minded'?

.....

2 Tick the correct answer:
Women's Lib. has offended
a) women.
b) people.
c) children.
d) conservatives.

Self-check Exercise 6

What are the various techniques which help to make an effective argument?

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7.4 COMPOSING AN ARGUMENT

In an argumentative composition, you should first of all decide what you are arguing for and limit yourself to what is possible within the time and space available to you. It is advisable to stick to specific issues, such as the following:

i) Examinations should be abolished.
ii) There should be employment for all.
iii) Pass-Fail is a better system of evaluation than the five-letter grading used at universities.

Having decided to speak for or against a certain point of view, think of the kind of evidence you will be able to offer and the order in which it will be presented. Try and give some background of what you are discussing. If you talk of Women's Lib., for example, you ought to say something about how and when the Women's Lib. Movement started and how it developed.

As you argue in support of your assertion, you will meet opposing claims or facts. We usually answer counterclaims by refutations, where they are needed, rather than by answering them all at one place. Refutations should be written in a precise manner so as not to check the progress of your composition.

Remember that one needs greater control on the organisation of one's thoughts in an argumentative composition than in expository or narrative compositions. Therefore, pay due attention to connectives. Words like *thus, as a result, therefore, however, on the other hand,* and *moreover* help to build logical relationship in the argument. When you revise your composition, strike out words that seem unnecessary.

One expects an argument to end with a final statement, a conclusion or a generalisation.

Self-check Exercise 7

What are the things you must keep in mind while composing an argument?

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7.5 LET US SUM UP

In this unit we have told you about the important features of argumentative compositions and the tactics used to support an argument. We have shown you how an argumentative composition should be organised.

7.6 KEY WORDS

ˈargument : reason given (for or against a proposition)
ˌarguˈmentative : using methodical reasoning
comˈpose : construct in words
ˈfactual : based on facts
ˌilluˈstration : making clear by examples
perˈsuasive : able to persuade
ˌrefuˈtation : proving the error of an argument

7.7 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

1 Women should have equal opportunities for higher education and promotions in their chosen careers.

2 No.

Exercise 2

1 dress, personal maid, children, amah, meals, cook, maid, dinner party, hostess.

2 The Chinese woman would rise at ten, get dressed, inspect the children, check the meals, drive to play a game, rest in the afternoon, and dress for the dinner party.

Exercise 3

1 You know it has happened; yet you don't want to believe it.

2 Work when you work; play while you play.

3 To err is human; to forgive divine.

Exercise 4 : Specimen answers

1 Examinations can test one's ability to express one's thoughts and ideas in an organised way.

2 Examinations make even the indifferent students read.

3 The less gifted people are also motivated to do well and rise in the esteem of their teachers.

Exercise 5

1 favouring the established order of society

2 (d)

Exercise 6

One can write in an assertive manner. One can use illustrations or facts to prove one's point. And one can refute another person's argument or make a counter-argument.

Exercise 7

We have to (i) make sure of the subject we want to write about, (ii) stick to a specific issue, (iii) think of the kind of evidence we can use to support the argument, (iv) provide background information, where needed, (v) answer opposite claims, (vi) use the right connectives to show the logical relationship in the argument, and (vii) make a conclusive statement at the end.

UNIT 8 ARGUMENTATIVE COMPOSITION-2

Structure

8.0 Objectives
8.1 Introduction
8.2 Inductive and Deductive Methods
8.3 Fallacies
8.4 Non-rational Ways of Writing
8.5 A Model Passage
8.6 Let Us Sum Up
8.7 Key Words
8.8 Answers to Self-check Exercises

8.0 OBJECTIVES

In this unit we shall help you to write argumentative compositions by

i) discussing inductive and deductive methods of writing an argument,

ii) considering some of the non-rational modes of writing an argument, and

iii) presenting a model composition to illustrate some of the features discussed in this and the preceding unit.

After completing the unit you should be able to (i) understand the logical presentation of an argument, and (ii) avoid some of the pitfalls in building up your own arguments.

8.1 INTRODUCTION

As discussed in the preceding unit, there is a difference between informing someone or communicating something to someone and convincing someone to accept your point of view. To be able to convince another person one has to follow a logical sequence of thought. In this unit we shall illustrate the different methods of building up an argument logically, and also point out the pitfalls in an argument, to help you to write effective arguments.

8.2 INDUCTIVE AND DEDUCTIVE METHODS

Logic is defined as the science of reasoning. When we talk of logical argument, we imply the ordering of ideas in such a way that each determines the next as its proper outcome. Look at the passage below:

Example 1

> Each of these things bought from the Super Bazar is cheaper than what we get at other places. We can, therefore, say that most items at the Super Bazar are cheaper than elsewhere.

In the above passage *specific* examples have been used in support of a general statement. This is called inductive reasoning, where the argument proceeds *from the particular to the general.* We use known facts to produce general laws.

Now read the next example.

Example 2

> Super Bazar items are cheaper than the same items elsewhere. I bought this tea at the Super Bazar. Therefore, it must be cheaper than tea of the same quality at other shops.

In the above example we have deductive reasoning, that is, we move *from the general to the particular.* We reason from a general idea or set of facts to a particular idea or fact.

Self-check Exercise 1

1 Read the following passages and say whether the reasoning is inductive or deductive. Find out the topic sentence in each of these passages.

Passage 1

The facilities at this club are not satisfactory. In the park the children's swings are not properly hung and they are not high enough, with the result that children skin their knees when they try to swing. The basketball field is too small for the use of teenagers. The card tables and the ping-pong tables are not of the standard size.

.....

.....

Passage 2

A person commits a crime because he is basically insecure, because he hated his stepmother at nine, or because his sister needs a surgical operation. A policeman loots a store because his salary is too low. A city official accepts a bribe because he cannot resist the offer. Members of minority groups, racial or otherwise, commit crimes because they can't get a job, or are unacceptable to the people living around them. We find a truckload of excuses to absolve the individual from responsibility of his actions.

(Passages 1 and 2 adapted from 'The Thin Grey Line' Copyright © Marya Mannes, from *But Will it Sell?* 1964)

Glossary

ˌinseˈcure : not confident or certain
abˈsolve(v.) : pronounce free from guilt or blame

.....

.....

.....

2 In Passage 1 above, does the writer talk assertively or is he proving his point by illustrations?

.....

3 What type of argument is given in Passage 2 above?

.....

4 Read the following and say whether these examples have inductive or deductive reasoning:

i) No politician is honest; he is a politician, so he cannot be honest.

.....

ii) Mohan, Sohan and Anil succeeded because they worked hard. We can, therefore, say that work brings success.

.....

iii) People who are good are charitable. Ram is a good man, so he must be charitable.

.....

iv) Each of us felt sad when we visited the graveyard. Sad thoughts trouble everyone when one visits a graveyard.

.....

8.3 FALLACIES

There are reasons which account for flaws in argument. When writing an argumentative composition one should be careful to avoid the following types of fallacies or false reasoning.

i) Hasty Generalisation

Examples

No woman should be free.

I know Americans. They are all materialists.

All Indians are spiritualists.

Everybody should learn Hindi.

In all these statements the writer has made generalisations without sufficient evidence, perhaps on the basis of a few observations, or maybe he is prejudiced. Such generalisations are not based on facts, but are the result of bias or limited experience.

Self-check Exercise 2

Give two examples of hasty generalisation.

.....

.....

.....

ii) Hasty Predictions

Examples

In another three months' time, everyone in India will be literate.

The recent bye-election shows that people are going to reject the present leadership at the centre.

Women will no longer be required to bear children. Test tubes will take over the job.

These predictions do not generally turn out to be true, as they are not based on the evidence of facts.

iii) Stereotypes

A stereotype is a fixed pattern which is believed to represent a type of person or event.

Examples

Women make bad drivers.

Indian women are self-effacing.

India is a land of snakes and rope tricks.

Every American is rich.

When a stereotype image is projected, the discriminating reader begins to suspect the claims made by the writer and his motives for doing so.

Exercise 3

Give two examples of stereotypes.

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.....

.....

iv) Dogmatic Statements

Examples

The king can do no wrong.

Everybody is trying to persecute the negro.

India will go to the dogs if the Presidential form of government is not introduced.

In the above statements you find that the writer argues as if his conclusions were unalterable. Such an attitude is bound to antagonise any rational reader. The writer should try to reason with his reader. He should not appear as a fanatic.

v) Appeal to Questionable Authority

Example

According to Subhalakshmi cigarette smoking causes lung cancer.

When a writer argues a case on the basis of another person's opinion, he should think of a person whose authority cannot be questioned. Since in the above example Subhalakshmi has not made a special study of lung cancer, her statement does not bear the stamp of authority.

vi) Non Sequitur

This term refers to a statement which does not follow from the facts or arguments which are given.

Example

If you have a long nose, you will get a good job.

From experience we know that all those occupying enviable positions are not necessarily long-nosed. Therefore, the reader is likely to view statements like these with scepticism.

8.4 NON-RATIONAL WAYS OF WRITING

A non-rational way of writing is that which appeals to emotion rather than to reason. By playing upon feelings such as happiness, pity, moral indignation, anger, ambition, fear, self-love, and boredom, the writer intends to change the beliefs and behaviour of his reader.

Example

> We weep for the true victim, the black American. His wounds are deep. But along with their scars, black people have a secret. Their genius is that they have survived. In the adaptations they have developed a vigorous style of life. It has touched religion, music, and the broad canvas of creativity. The psyche of black men has been disturbed. For white America to understand the life of the black man it must recognise that so much time has passed and so little has changed.
>
> (from Grier and Rice M. Cokks, 'The Shadow of the Past' in *The Writing Commitment)*

Glossary

wound: a damaged place in the body, usually a hole or tear through the skin

scar: a mark remaining on the skin or an organ from a wound

ˌadapˈtation: the act of changing oneself so as to be suitable for new conditions

ˈpsyche: the human mind at all its levels

The above passage is from an argument for learning the history of black people in the United States.

Self-check Exercise 4

Read the passage given above and answer the following questions:

1 In emotional argument the appeal is to emotion rather than reason. What feeling is the author playing upon here?

   i) happines
   ii) pity
   iii) anger

   .....

2 Which words in the passage arouse the feeling of pity?

   .....

3 Words such as *weep, wounds,* and *scars* are not used here in the literal sense. They are used to evoke our sympathies. Make sentences of your own using these words in the same way.

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   .....

Satire and Irony

Satire is a form of writing that is intended to show the foolishness or evil of some establishment or practice in an amusing way. It aims at invoking moral indignation by revealing the difference between how things should be and how they are. One of the devices used in satire is irony. Irony refers to the use of words which are clearly opposite to one's meaning, usually with an amusing purpose. When we say of a chicken-hearted person, "He's a brave guy", 'brave' really means cowardly. Here are some examples of satire.

1 Since teachers work with children all day, they need no children of their own and are thus spared the expense of raising a family.

2 Teachers must spend their evening reading books and marking papers, so they cannot watch T.V. They are thus spared the cost of buying a T.V. set.

3 Since teachers must spend their vacation preparing lectures for the future, they do not need to spend on holiday travel.

As can be seen here, the writer is, in fact, supporting teachers' claims.

8.5 A MODEL PASSAGE

Read the following passage and answer the questions given at the end.

STEP IN TIME

1 Walking is the key to fitness for people of all ages. Started at an early age and continued till later years, it is a sort of life insurance that can have significant preventive effects on some major health problems.

2 Says Dr. Manoj Bansal, a senior resident in Delhi's Safdarjung Hospital, "People generally have the misconception that vigorous exercise (for which they have no time) is the only way to keep fit. What they don't realise is that walking, which requires less effort, can be as beneficial as any exercise".

3 Walking can be especially beneficial to cure obesity, from which many of us suffer. Though it happens mostly in the middle age, it can occur at any stage of life. Obesity in childhood and adolescence is likely to be followed by obesity in adult life. "More than 90 per cent of the housewives lead sedentary lives and are found to be obese," complaints Dr. Hari Ram, a dietician in a reputed Delhi hospital. "We recommend regular walking as a first step towards weight reduction because housewives also find it an easier form of exercise. An hour's walk at three miles per hour will expend about 300 calories (or more for a heavy person). This may seem a small amount, equivalent to about 30 grams of fat, but if the daily walk becomes a habit it will add up, other things being equal, to a weight loss of 9 kg. in a year."

4 A misconception about walking (or exercise in any form) and its effect upon the heart is that it is 'harmful and strenuous'. This is a myth. There is no evidence to support this contention. In fact walking and mild exercise are prescribed as part of the recuperative phase in cases of heart and coronary disease, provided it is done within the predetermined cardiovascular limits. It helps reduce weight, improves work tolerance, and allows more physical activity to be undertaken with relatively less strain on the heart.

5 Seema Bhandari, an M.A. student, sees no reason why walking should be considered a less active exercise for the younger generation. She would rather go out for regular walks than visit the health clubs which "deprive one of the fresh air so very necessary to clear the lungs, and greenery, and the open sky which is soothing to the eyes, mind and soul."

6 Walking seems to have caught the imagination of people who are keen on 'looking good and feeling good with a trim body'. An encouraging sign is the sight of 'walkers' who throng public parks and gardens in the early hours of the morning regardless of the heat.

7 This just goes to show how fast walking is picking up among people of all ages who want to 'live to be fit and be fit to live'. (Navraj Gandhi)

(Adapted from *The Times of India*, 22 August 1987)

Glossary

'life insurance: an agreement between a company and a person by which in return for regular payments either that person will receive a certain sum of money on reaching a certain age, or if he dies, another person will receive it

pre'ventive: serving to keep (something) from happening

o'besity: the state of being very fat

'sedentary: used to long sitting and only slight activity

,die'tician: a person trained in the science of diet

'strenuous: requiring great effort

re'cuperative: helping one to get well again after illness

,cardio'vascular: relating to the heart and the blood vessels

Self-check Exercise 5

1 What is the main point that the author wants to make here?

.....

.....

.....

.....

2 What kinds of evidence has the writer used to support his argument?

.....

.....

.....

.....

3 Does the writer reply to possible counter-arguments? If so, in which paragraph?

.....

4 Give two examples of the writer quoting competent authority to support his argument.

.....

.....

.....

.....

8.6 LET US SUM UP

In this unit we have told you more about argumentative compositions, and discussed the inductive and deductive methods of writing arguments, the fallacies in reasoning, and non-rational ways of writing. We have also set a model passage to illustrate the techniques of argumentative writing.

8.7 KEY WORDS

au'thority: a person whose opinion is accepted

de'ductive: reasoning by deduction, that is, inference from general to particular

dog'matic: asserting one's opinions

e'motional: expressing emotion, that is, feeling as opposed to reason

ˈevidence: facts in support of a conclusion

ˈfallacy: a misleading argument

inˈductive : based on induction, that is, inferring a general law from particular instances

ˈirony : expression of one's meaning by language of opposite tendency

ˌobserˈvation: accurate watching and noting (of things occurring before us)

ˈprejudiced: having already formed an opinion (about a person or thing)

ˈquestionable: doubtful

ˈrational: based on reason

ˈsatire: a composition in which the author tries to make fun of vice or folly

8.8 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

1 Passage 1: Deductive
Topic sentence: The facilities at this club are not satisfactory.

Passage 2 : Inductive
Topic sentence : We find a truckload of excuses to absolve the individual from responsibility of his action.

2 The writer uses illustrations to prove his point.

3 Assertive

4 i) deductive
ii) inductive
iii) deductive
iv) inductive

Exercise 2

1 All politicians are crooked.

2 India needs a Presidential form of government to face the present crisis.

Exercise 3

1 In India women lead a life of self-abnegation, that is, they do not try to get the things they want.

2 India is a country of saints.

Exercise 4

1 pity

2 weep, wounds, scars

3 weep: I weep to see my countrymen struggling to get two square meals.

wounds: Physical wounds may heal one day, but the wounds caused by humiliation never do.

scar: Even after a war has ended, the countries involved in it will show the scars for a long time.

Exercise 5

1 Walking is the key to fitness for people of all ages.

2 The writer has quoted competent authority, provided data, and illustrations, and replied to counter-arguments to argue his case.

3 Yes, in paragraphs 2 and 4.

4 He quotes statements made by a resident doctor and a dietician.

UNIT 9 NOTE-TAKING-2 USE OF TABLES AND DIAGRAMS

Structure

9.0 Objectives
9.1 Introduction
9.2 Organization of Notes: Tables
9.2.1 A Passage Giving Information in the Form of Figures
9.2.2 A Passage Giving a Contrastive Description
9.2.3 A Passage Presenting Different Aspects of a Topic
9.3 Organization of Notes: Diagrams
9.3.1 Flow Charts
9.3.2 Tree Diagrams
9.3.3 Other Diagrams
9.4 Let Us Sum Up
9.5 Key Words
9.6 Answers to Self-check Exercises

9.0 OBJECTIVES

The aim of this unit is to show you different ways of organizing notes, such as the use of tables and diagrams, and to make you aware that different types of texts require different note-taking techniques.

After you complete this unit, you will be able to decide on the type of note-taking technique you require for different types of passages, and use that technique successfully.

9.1 INTRODUCTION

This is the second unit on Note-taking. In Unit 5 (Block 1) we discussed the taking of notes from reading material in terms of the following:

i) reading with a purpose in mind so as to differentiate between paragraphs that contain essential information and those that do not;

ii) the use of shortening devices such as the use of abbreviations and symbols which will save time and effort;

iii) the ability to organize the material in terms of headings and subordinate points.

In this unit we shall continue our discussion on notes from reading material. We shall, however, concentrate on the organization of notes in terms of tables, charts, and diagrams.

9.2 ORGANIZATION OF NOTES: TABLES

We often have to take notes from passages which contain figures, contrasts (that is, differences between two things or persons), or different aspects of a single topic. It is then convenient to organize your notes in the form of lists or tables. This will make it easier to read and memorize the information later.

9.2.1 A Passage Giving Information in the Form of Figures

Example 1

Your purpose in reading the following passage will be to find out the quantity of the different varieties of cooking oil used in the country and the regions where different kinds of oil are used.

> Edible oils are an important constituent of Indian diet. Besides being a source of energy, they add a special flavour to food and provide a lubricating action to body tissues. In recent years, their association with different human diseases and their adulteration have become a health problem for people.
>
> A variety of cooking oils are commonly used in different parts of the country. The major sources are groundnut oil (14,00,000 tonnes), mustard oil (6,00,000 tonnes) and sesame and coconut oil (1,50,000 tonnes). Sunflower oil (1,00,000 tonnes), safflower oil (25,000 tonnes) and soyabean oil (10,000 tonnes) have also become popular. Groundnut and sesame oils are common in the west coast and central India; coconut oil in the south; mustard oil in Bengal, Bihar and Orissa in the east and Kashmir in the north. The annual per capita consumption of edible oils in the country was about 6 kg in 1984, which is lower than the world average of 11 kg and the average of 26 kg in developed countries. It is higher in the high socio-economic status group due to their use of fried preparations. It is however desirable that the daily intake of fat should not contribute more than 15%-20% calories in the diet.
>
> (from *Science Reporter,* September 1987)

Glossary

edible /'edəbl/: fit to be eaten

con'**stituent**: any of the parts that make up a whole

'**lubricating**: making smooth (generally with oil), so that, in this case, the tissues of the body can function more easily

a'**dulte'ration**/ə,dʌl tə̩reɪʃən/:the act of making something impure or of a poorer quality by the addition of something of lower quality

'**groundnut**: a kind of nut (मूँगफली) which grows in a shell under the ground

'**mustard**: a plant with yellow flowers (सरसों) whose seeds are used for making oil

'**sesame**/'sesəmɪ/: a type of tropical plant grown for its seeds and their oil

'**safflower**: a plant bearing large orange-red flower heads and seeds abundant with oil

per capita: /pə'kæpɪtə/: for or by each person. Here it refers to the average consumption of oil by one person

'**intake**: the amount taken in

'**calorie**/:/'kælərɪ/:a measure used to state the amount of heat or energy that a food will produce

Self-check Exercise 1

1 Why are edible oils an important part of any diet?

.....

.....

.....

2 Why have edible oils become a health problem in recent years?

.....

.....

.....

3 Which social group has a higher per capita consumption of edible oils in India? Why?

.....

.....

.....

4 The daily intake of fat in our diet should be

i) less than 20%.
ii) more than 20%.
iii) around 40%.

Choose the correct answer.

.....

Self-check Exercise 2

The passage above has a lot of figures. These figures can be understood better if they are arranged in a table as shown below. Read the passage carefully again, and fill in the gaps in the table. Do not forget to write the main heading and the subordinate headings where required.

Notes : 1

Name of Oil		Regions where used
1 Groundnut oil	.....	.....
2	6,00,000 tonnes	.....
3 Sesame oil	.....	west coast & central India
4 Coconut oil	.....	.....
5	.....	.....
6	.....	.....
7	10,000 tonnes	.....

9.2.2 A Passage Giving a Contrastive Description

When you have to take notes from a passage which points out the differences between two things, it is often most convenient to write the notes in the form of a table.

Example 2

Read the following passage carefully and take down notes while you read it:

> The two main kinds of grasslands are tropical grasslands and temperate grasslands. Tropical grasslands occur in Africa (the savanna) and in parts of south-eastern Asia, northern Australia, India and South America. The major temperate grasslands are the North American prairies, the Russian steppes, the South African veld, the Australian and New Zealand downs and the South American pampas.
>
> Most tropical grasslands lie between forests and semi-deserts. The annual rainfall, although confined to one season, is usually high. Savanna grasslands are dotted with such trees as acacia and baobab. In moist areas, elephant grass may reach five meters but towards the deserts it becomes increasingly shorter.

Temperate grasslands have less rainfall than tropical grasslands, and winters that are often extremely cold and snowy. Trees are rare. Very little of true temperate grassland survives. Much is now farmland.

The major herbivores found in temperate grasslands are prong-horn, rodents and rabbits. Coyotes, badgers and snakes are also present and depend on the rodent population for food. However, herbivores such as bison, prairie chickens, and prairie dogs, as well as predatory wolves and mountain lions, have become almost extinct, and their range is greatly restricted. The occupation of the prairies and plains by greater numbers of people and domestic livestock has reduced the number and extent of native animals.

Wild life has been left relatively undisturbed in the tropical grasslands. Wildebeests, zebras, gazelles, along with predatory lions, hyenas, cheetahs, leopards and other carnivores, share the plains with numerous species of birds, rodents, and insects.

(Adapted from *Caxton Atlas of the Earth*)

Glossary

ˈgrassland: a stretch of land covered mainly with grass, especially wild land used for cattle to feed on

conˈfined/kənˈfaɪnd/ : limited

acaciə/əˈkeɪʃə/: a type of tree found mainly in hot countries, from which gum is obtained

ˈbaobab /ˈbeɪəbæb/ : a type of African tree with a very broad trunk

surˈvives: continues to remain

ˈherbivores: animals feeding on plants

ˈprong-horn: a type of antelope found in western North America

ˈrodent/ˈrəudənt/a member of the family of small plant-eating animals with strong sharp teeth, which includes rats and mice

ˈcoyote/ˈkɔɪəut/:a type of small wolf found in western North America and Mexico

ˈbadger /ˈbædʒə/ :an animal found in the northern half of the world, which is black and has some white fur on its face, lives in a hole in the ground, and is active at night

bison/ˈbaɪsən/ : a large, wild, cow-like animal with a very large head and shoulders covered with lots of hair, formerly very common in Europe and North America

extinct /ɪkˈstɪŋkt/ : no longer existing

range: the area within which a type of animal lives

reˈstricted: reduced, limited

ˈlivestock: animals kept on a farm

ˈwildebeest/ˈwɪldɪbiːst/also called gnu/nu:/ a type of large South African antelope with a nu:/ type curved horns and a long tail.

gaˈzelle: a type of small deer, which jumps in graceful movements, and has beautiful, large eyes

ˈcarnivore: a flesh-eating animal

Self-check Exercise 3

Read the passage again and answer the following questions. These questions will help you understand the passage better.

1 What title would you give the passage?

.....

2 The temperate grasslands have been indicated by different names in different parts of the world. Make a table showing the different names of the grasslands and the places where they are found. Write the appropriate headings. You may refer to Notes 1 to help you.

.....

.....

.....

.....

.....

.....

.....

.....

.....

3 Why are the temperate grasslands gradually disappearing?

.....

4 a) Find a word in the passage somewhat similar in meaning to 'confined'.....

b) Find opposites of:
'survive' .....
'herbivores' .....

Passages which give a contrastive description can most clearly be presented if they are arranged in the form of a table. It is, however, not enough that two items are contrasted—in this case the tropical and temperate grasslands. You should arrange your table in such a way that at a glance you are able to find out the basis on which the contrast is made. For instance, in the case of Notes 2 below, the contrast is on the basis of location, rainfall, vegetation, and animals. This method of organization helps you to present a clearer picture of the information, which will be useful to you when you have to revise your work later.

Self-check Exercise 4

Read Example 2 again and fill in the gaps in the table below.

Notes: 2

Types of Grassland

	Tropical	Temperate
1 Location	(i)	N. America (prairies), Russia (steppes), S. Africa (veld), Australia and New Zealand (downs), and S. America (pampas)
2 Rainfall	high; occurs in one season	(ii)
3 Vegetation	(iii)	(iv)
4 Animals	wild life undisturbed; wildebeests, gazelles, zebras, lions, hyenas, cheetahs, and leopards; birds, rodents, insects	(v)

Notice that we have arranged the notes in the same order in which the information is presented in the passage given as Example 2. It is, however, not necessary to do this. Often you may have to arrange the notes in an order different from what it is in the original text. This will probably happen if you wish to highlight some points.

9.2.3 A Passage Presenting Different Aspects of a Topic

When taking notes on different aspects of a single topic, it is often helpful to write them out in the form of a list or a table. It is then much easier to read or memorize the information later.

Self-check Exerice 5

Given below is a passage on the Maoris, an aboriginal tribe. Take down notes keeping in view the following items:

1 location
2 physical features
3 houses
4 food
5 clothing
6 entertainment

The Maoris

When Cook first visited the islands of New Zealand he found there the people whom we call Maoris. They had come apparently from more northerly islands to New Zealand, probably about four centuries earlier, crossing the wide seas in their long double canoes. They were a tall, well-built people, with brownish skins and long, wavy, black hair. Though they knew nothing of metals or of the making of pottery, they were skilled workers in other ways. Their houses were built largely of timber and decorated with elaborate carving. Near at hand were little patches of garden in which they cultivated roots for their food. From the forest they brought other roots and berries and birds, whilst the rivers and seas supplied fish in great abundance. A kind of native flax from the swamps was woven and used with feathers, grasses, and bark in the making of clothing. They were also expert basket-makers. They knew nothing of the cultivation of cereals such as wheat, had no domestic animals, and found few wild ones to hunt. The families were grouped into clans and tribes which fought fiercely with one another, each group living in a stockaded village in the midst of which was erected a tall look-out tower. Dancing was a favourite amusement of the women and girls whilst the men indulged in exciting canoe races.

(from *Geography for Today, Book II: The Southern Continents* by L. Dudley Stamp, Longman)

Glossary

canoe/kəˈnuː/: a long, light narrow boat, pointed at both ends, and moved by a paddle

ˈpottery: pots and other objects made out of baked clay

ˈtimber: wood for building

eˈlaborate(adj.): full of detail which is carefully worked out

ˈflax /flæks/: a plant with blue flowers, which is grown for its stem and oily seeds. The thread made from the stems of this plant is called linen.

ˈswamp: soft wet land

clan: a group of families, all originally descended from one family

stocˈkaded/stɒˈkeɪdɪd:/having a wall or fence of upright pieces of wood built around it for defence

eˈrected /ɪˈrektɪd/ : built

ˈlook-outˈtower : a tower built for the purpose of keeping a watch

Self-check Exercise 6

You have read the passage carefully and taken notes. Now arrange the notes that you have taken into a table. You may refer to Notes 2 to help you arrange your notes. After you finish, compare your notes with the specimen answer given at the end of the unit.

9.3 ORGANIZATION OF NOTES: DIAGRAMS

When the information in a paragraph can be presented visually, it is better to use a drawing, a flow chart, or a tree diagram. This is especially true of scientific material, where it is simpler and clearer to express information in the form of a labelled diagram than by using words only. The diagram should present a mental picture of what you understand from the paragraph. This will make it easier for you to understand the information given in the paragraph.

9.3.1 Flow-charts

Example 3

Your purpose in reading the passage below will be to learn about the process of photosynthesis. Take notes as you read.

> Photosynthesis is the process by which chlorophyll-containing organisms—green plants and algae — capture energy in the form of light and convert it to chemical energy. Almost all the energy available for life in the earth's biosphere — the zone in which life can exist — is made available through photosynthesis.
>
> In the first stage of photosynthesis, chlorophyll absorbs sunlight. Chlorophyll is the green substance in leaves, which is able to trap the energy of sunlight and use it in the process of making carbohydrates.
>
> Within the leaf there is a small amount of water. The energy which the chlorophyll has trapped of the sun is used to split the water in the leaf into hydrogen and oxygen. Most of the oxygen is released into the air.
>
> In the second stage, the chlorophyll uses the energy absorbed from sunlight to combine the hydrogen (which is obtained by splitting the water) with carbon dioxide (which the leaf obtained from the air). Then, after several complicated changes, the hydrogen and the carbon dioxide are combined in

such a way that a carbohydrate is produced. This carbohydrate is called glucose.

Later, using glucose as its most important building material the plant can make substances called amino acids and proteins. These chemicals are needed for the growth of both plants and animals.

Something else happens during photosynthesis that is of the greatest importance to us. A constant supply of oxygen is released into the air by plants. At the same time, carbon dioxide, which would poison us if we breathed too much of it, is nearly all used up.

Photosynthesis is one of the most important chemical processes in the world. This is because it is the primary method of food manufacture, and the primary method of oxygen manufacture.

(Adapted from Funk and Wagnall's *New Encyclopaedia*

Glossary

ˈalgae /ˈældʒiː/: plants of a very simple form that live in or near water and are usually very small

zone: a division or area marked off from others because of its particular qualities

abˈsorb /əbˈsɔːb/ : take in and make a part of itself

reˈleased /rɪˈliːst/ : set free

ˌcarboˈhydrate /ˌkɑːbəˈhaɪdreɪt/: any of the various type of substances, like sugar, which consist of oxygen, hydrogen and carbon, and provide the body with heat and energy

aˌminoˈacid: a substance necessary to living matter

Self-check Exercise 7

Read the passage carefully and answer the following questions.

1 What is the earth's biosphere?

.....

2 In the first stage of photosynthesis

i) sunlight causes chlorophyll to turn into carbohydrates.

ii) sunlight causes chlorophyll to split water.

iii) chlorophyll absorbs the energy of the sun and uses it to produce carbohydrates.

(Choose the correct answer.)

.....

3 Fill in the gaps with the words that seem most appropriate to you.

In the second stage of photosynthesis, the ____(i)____ absorbed from ____(ii)____ is used to combine ____(iii)____ with carbon dioxide. Then, after some complicated changes a ____(iv)____ called ____(v)____ is produced.

4 If the process of photosynthesis stopped, what would happen to animals and human beings? Why?

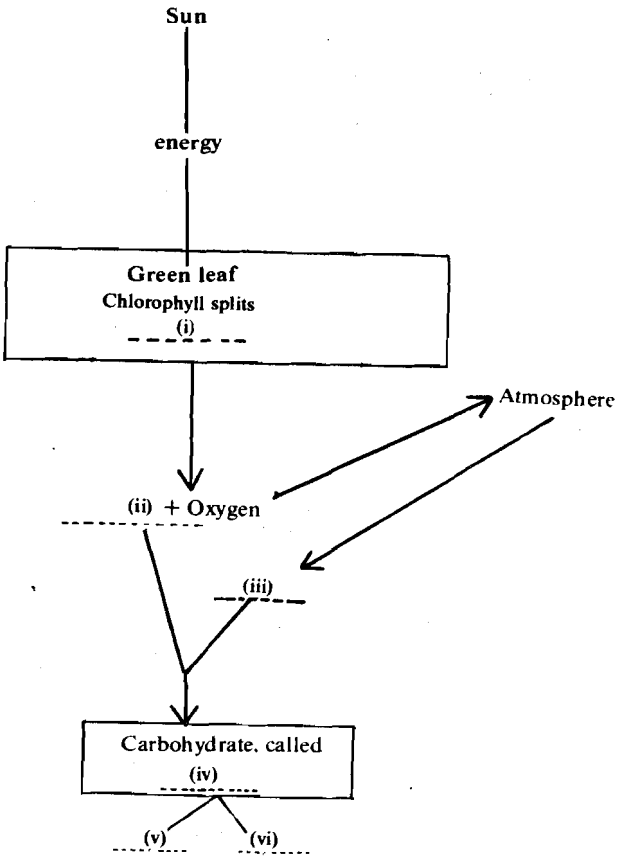
.....

.....

Self-check Exercise 8

Notes 3 below present the information taken from Example 3 in the form of a flow chart. Preparing a flow chart, especially for descriptions of processes, will help you to understand the texts. Later, when you are revising your work, it will be easier to recollect the information if it is available in a visual form. Fill in the gaps in the flow chart below.

Notes: 3



9.3.2 Tree Diagrams

You already know that different kinds of passages lend themselves to different kinds of organization when we take notes. Passages that have information of a classificatory nature, for instance, can be analysed by means of tree diagrams. Such diagrams are useful both in classifying the information, and presenting it in the right order.

The passage below deals with different modes of transport and their role in commerce. Read it carefully and take down notes as you read.

Example 4

The Role of Transport in Commerce

The economic system of any country is largely dependent upon the efficiency of its transport system. Without the help of a good transport system, the expansion in national and international trade would never take place.

Broadly, the means of transport both for purposes of trade and social activity can be classified into three main divisions, land, water and air. We are, here, concerned with transport for trade. Of all the forms of transport, road transport has shown the greatest growth in recent years. Road transport is also used as a complementary means of transport for other types of transport. Roads are indispensable links for carrying goods and people to and from railway stations, ports and airports.

Transport by road may be both vehicular and non-vehicular. Non-vehicular transportation includes both animal and man. Animals such as horses, mules and yaks are frequently used for carrying goods and passengers in hilly areas. Camel is the only means of transport in desert areas. Man is also sometimes used to carry goods. In hilly areas, porters and coolies carry goods on their backs and heads. This type of transport is generally used when animals, carts or vehicles cannot be used. Vehicular transport in developing countries includes the ancient bullock carts, as well as the modern automobiles. The invention of the automobiles has been of great significance to modern industry and commerce because of their high speed and low cost per kilometer.

The introduction of the railways has been vital in the growth of industrialization. Railways are useful in carrying heavy and bulky goods over long distances. They are especially favoured because, unlike other modes of transport, they are unaffected by weather conditions.

Water transport is one of the oldest forms of cargo transport. Though it is slow, it is the cheapest form of transport. Water transport includes inland transport and ocean transport. Inland waterways are rivers and canals. While rivers are "naturally" created, canals are artificial waterways. Inland waterways are not always reliable. Sometimes rivers change their course abruptly, which may cause dislocation of traffic. In times of drought they may run dry.

Ocean or sea transport is very important for the growth of foreign trade of any country, especially as it is cheaper than air transport. It is particularly useful for carrying bulky goods over long distances, especially when time is not the essential factor.

The greatest advantage of air transport is that it has reduced the time and distance barrier to a great extent. However, air transport is the costliest means of transport because of the high cost of planes, their operation and maintenance. It is generally used rather sparingly for carrying light freight.

Glossary

expansion(n.) /ɪk'spænʃən/ : growth

con'cerned with: dealing with, interested in

ˌcomple'mentary /ˌkɒmplɪ'mentərɪ/: supplying what is lacking or needed by another for completion

ˌindi'spensable (adj.): absolutely necessary; essential; what we cannot do without

port(n.) /pɔːt/ : a town or place along the sea, which has facilities for the loading and unloading of ships

ve'hicular: concerning vehicles on roads

yak /jæk/ : an ox of Tibet having long, shaggy hair

'vital : very necessary

re'liable: dependable

a'bruptly: suddenly and unexpectedly

ˌdislo'cation: a case of being put out of order

drought /draut/: a long period of very little rainfall

Self-check Exercise 9

1 **In what way is road transport 'a complementary means of transport for other types of transport'?**

.....

.....

.....

2 When is man used as a means of transporting goods?

.....

.....

.....

.....

3 What types of vehicles do you think are included in the word 'automobiles'?

.....

4 Fill in the gaps below:

____(i)____ is one of the oldest forms of transport. It is also .....

____(ii)____ than any other means of transport. Water transport includes

both ____(iii)____ and ____(iv)____ transport.

5 What are some of the disadvantages of inland waterways as a means of transport?

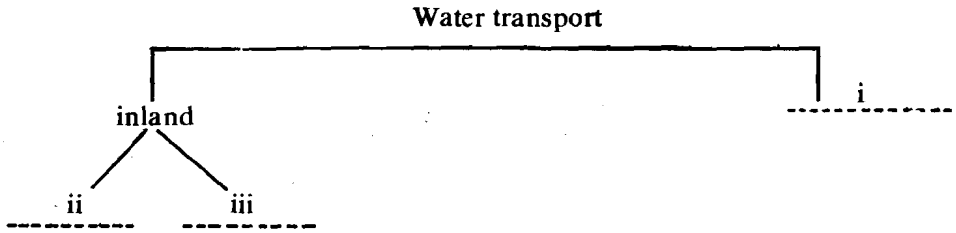
.....

.....

.....

.....

6 Read the passage on water transport again. Then organize your notes in the form of a tree diagram. Some help is provided for you.



7 What is the advantage and disadvantage of air transport?

.....

.....

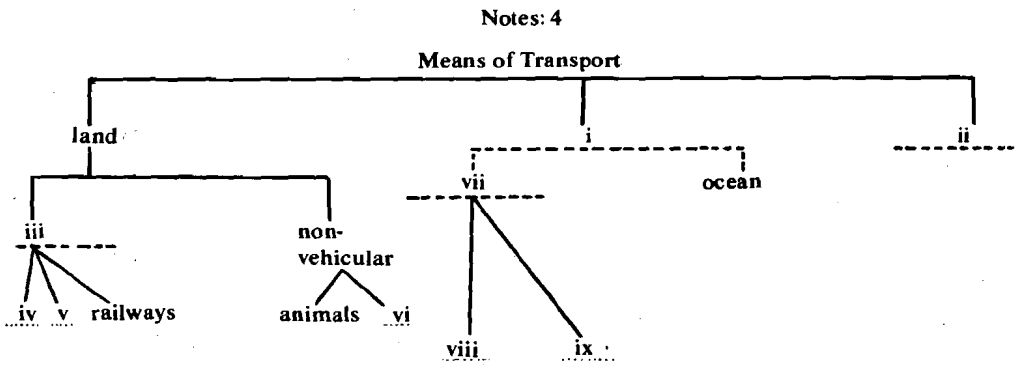
.....

.....

.....

Self-check Exercise 10

Notes 4 below (based on Example 4) are organized into a tree diagram. Fill the gaps to complete the tree diagram.



9.3.3 Other Diagrams

Besides flow charts and tree diagrams, there are other kinds of diagrams as well which are used to summarize the written material. Descriptive passages on scientific topics or passages which show processes can sometimes lend themselves to such diagrams. You must realize that this is not a common note-taking technique. Only when you feel that a diagram will help you understand and memorize a piece of information better, is it wise to use it.

Read the passage below on 'The Atmosphere' carefully and take notes as you read along.

Example 5

The Atmosphere

Although we cannot see it, taste it, or smell it, the air that surrounds the earth is vital for life. It provides the gases needed for human, animal and plant life. Of these gases, oxygen makes up about 21 per cent and nitrogen about 78 per cent of the volume of dry air. Other gases, such as argon, carbon dioxide, hydrogen, neon, krypton and xenon, comprise the remaining one per cent. The amount of water vapour and its variation in amount and distribution is of great importance in weather changes. The atmosphere has no definite upper limits, but gradually thins until it becomes imperceptible. However, the atmosphere has three well-defined layers. The layer of air next to the earth, which extends upwards for about ten miles, is known as the troposphere. Most of the air and water vapour are in the troposphere. It is the warmest part of the atmosphere because most of the solar radiation is absorbed by the earth's surface, which warms the air immediately surrounding it. The temperature decreases by about 11.2°C for every mile as one travels upwards through the troposphere. Most of the features that govern our weather, including most clouds and wind systems, occur in the troposphere. Strong winds moving at more than 160 kms an hour are located at the upper levels of the troposphere. These are known as JET STREAMS and are important to pilots of jet aircrafts who fly in this zone.

Above the troposphere to a height of about 50 miles is a zone called stratosphere. The stratosphere is separated from the troposphere by a zone of uniform temperatures called the tropopause. Within the lower portions of the stratosphere is a layer of ozone gases which filters out most of the ultraviolet rays from the sun. If this zone was not there, the full blast of the sun's ultraviolet light would burn our skins, blind our eyes, and eventually result in our destruction. Within the stratosphere, the temperature and atomospheric composition are relatively uniform.

The ionosphere extends to a height of 300 miles above the earth. The air, here, is extremely rarefied. It is called the ionosphere because it consists of electrically charged particles called ions, thrown from the sun. The northern lights (aurora borealis) originate within this highly charged portion of the atmosphere. Its effect upon weather conditions, if any, is as yet unknown.

(Adapted from *Caxton Atlas of the Earth*)

Glossary

vital /ˈvaɪtl/ : very necessary

ˌvariˈation/ˌveərɪˈeʃən/ : the state of changing in terms of amount, rate, or degree

ˌimperˈceptible: which cannot be noted

ˈsolar radiˈation: the energy (heat, light, etc.) sent out by the sun

ˈuniform: the same throughout

ˈrarefied: thin

ˈparticles: very small pieces

ion: an electrically charged atom formed by the loss or gain of one or more electrons

Self-check Exercise 11

1 Read the passage again and state whether the following statements are true (T) or false (F).

i) The major gases in the atmosphere are nitrogen and oxygen. ( )

ii) The distribution of gases in the atmosphere is of vital importance for changes in the weather. ( )

iii) The warmest part of the atmosphere is the stratosphere. ( )

iv) Features that affect weather conditions are found in the troposphere. ( )

v) In the tropopause, the temperature is relatively stable. ( )

vi) If the ozone layer is destroyed or damaged, gradually all life on earth will be destroyed. ( )

vii) The air in the ionosphere is extremely thick. ( )

2 Fill in the gaps with suitable words/phrases.

The atmosphere is a region of gases ____(i)____ the earth. It is divided into ___ (ii)_____ layers. The ____ (iii)_____ is called the troposphere. It extends upwards ____(iv)_____. The ____(v)____ is called the stratosphere and it extends to a height ____(vi)____.The presence of ____(vii)____ in the ____(viii)____ of the stratosphere prevents the ____(ix)____ of life.____ (x)____ the stratosphere is the ____ (xi)____.

Self-check Exercise 12

Given below is a diagrammatic representation of the atmosphere. Put the correct labels on the diagram. Then summarize the information given in the passage as shown in the diagram.

Notes: 5

Layers of the Atmosphere

(i) .....

(ii) **Troposphere: extends for about 10 miles from the earth; warmest part of atmos; governs weather conditions on earth; temp. decreases by about 11°C for every mile upwards.**

(iii) .....

(iv) .....
.....
.....
.....

(v) .....
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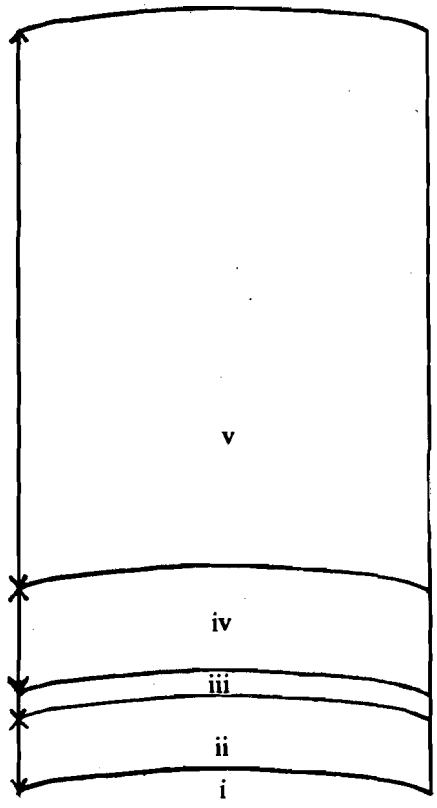

9.4 LET US SUM UP

In the first unit on note-taking (Block 1, Unit 5), we described the technique of note-taking in terms of the organization of notes into headings and subordinate points. In this unit we have discussed the organization of notes in the form of tables, charts and diagrams. We have also suggested that different kinds of material lend themselves to different techniques of note-taking.

9.5 KEY WORDS

'aspect: a way of looking

'atmosphere: the air surrounding the earth

'chlorophyll: colouring-matter of green parts of plants

'commerce: exchange of goods or services, especially on a large scale

con'trastive: showing the differences between two things

'diagram: a graphical representation of a process, etc.

downs: open high lands, especially treeless chalk uplands of southern England and elsewhere, used for pasture

'figures: numbers

'flow chart: a diagram showing the movement of things in a complex activity

'ionosphere: ionized region of upper atmosphere able to reflect radio waves for long distance transmission round the earth

jet: a stream of water, gas, etc. shot forward, especially from a small opening

'layer: a thickness of some matter spread over a surface

'maoris: members of a brown Polynesian aboriginal race in New Zealand

'pampas: large treeless plains in South America, south of the Amazon, especially in Argentina

'photo-'synthesis: the process in which the energy of sunlight is used by green plants to build up complex substances from carbon dioxide and water

'prairie: a large treeless tract of level grassland, especially in North America

'process: a series of operations

'steppe: a level grassy plain devoid of forest, especially in south-east Europe and Siberia

'stratosphere: the layer of atmosphere above the troposphere, in which the temperature remains constant

'table: a list of facts, numbers, etc., systematically arranged, especially in columns

'temperate: of mild temperature

'transport: conveyance from one place to another

'troposphere: the layer of atmosphere extending about ten miles upward from the earth's surface, in which the temperature falls with increasing height

veld: (in South Africa) open country, neither cultivated nor true forest

9.6 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

1 because they are a source of energy, add flavour to food, and provide a lubricating action to body tissues.

2 mainly because they are often adulterated and have in recent years also been associated with some diseases.

3 the group that has a higher socio-economic status. This group uses more fried preparations.

4 (i)

Exercise 2

Notes 1

Edible Oils

Name of Oil	Quantity	Regions where used
1 Groundnut oil	14,00,000 tonnes	west coast & central India
2 Mustard oil	6,00,000 tonnes	Bengal, Bihar, Orissa, Kashmir
3 Sesame oil 4 Coconut oil	1,50,000 tonnes	west coast & central India southern India
5 Sunflower oil	1,00,000 tonnes	no particular regions
6 Safflower oil	25,000 tonnes	
7 Soyabean oil	10,000 tonnes	

Exercise 3

1 Temperate and Tropical Grasslands

2

Notes 2

Temperate Grasslands

Names of grasslands	Places where found
Prairies	North America
Steppes	Russia
Veld	South Africa
Downs	Australia and New Zealand
Pampas	South America

3 because they are being turned into farmlands.

4 a) restricted
b) becomes extinct; carnivores

Exercise 4

i) Africa, parts of S.E. Asia, N. Australia, India and S. America

ii) less.(winters cold and snowy)

iii) acacia & baobab trees — esp. in Savannas; elephant grass

iv) trees rare; not much grassland now — mostly turned into farmland

v) several animals now extinct.
coyotes, badgers, snakes, pronghorns, rodents, and rabbits are the main animals found.

Exercise 6

Notes

The Maoris

	Details
1 Country	New Zealand
2 Physical Features	tall, well-built, brown skin, long, wavy black hair
3 Houses	made of timber, decorated with fine carving
4 Food	roots, berries, birds & fish
5 Clothing	flax from swamps woven and used with feathers, grasses and bark
6 Entertainment	women and girls: dancing men: canoe races

Exercise 7

1 the zone in which life can exist

2 (iii)

3 i) energy
ii) sunlight
iii) hydrogen
iv) carbohydrate
v) glucose

4 They would die, because there would be too little oxygen in the atmosphere.

Exercise 8

i) water
ii) Hydrogen
iii) CO_2 (Carbon dioxide)
iv) glucose
v) amino acids
vi) proteins

Exercise 9

1 Roads are important links for carrying goods and people to and from railway stations, ports and airports.

2 When other forms of transport, such as animals, carts or vehicles, cannot be used. This generally happens in hilly areas, where porters and coolies carry goods on their backs or heads.

3 cars, vans, buses, trucks

4 i) water transport
ii) cheaper
iii) inland
iv) ocean

5 Inland waterways are not always reliable. For example, rivers may change their course abruptly, which may cause dislocation of traffic. In times of drought, they may become dry.

6 i) ocean
ii) canals
iii) rivers

7 The advantage is that we can save time, and goods can be sent to places much faster. The disadvantage is that it is the costliest means of transport, because of the high cost of planes, their operation and maintenance.

Exercise 10

i) water
ii) air

iii) vehicular
iv) bullock carts
v) automobiles
vi) man
vii) inland
viii) rivers
ix) canals

Exercise 11

1 i) T
ii) F
iii) F
iv) T
v) T
vi) T
vii) F

2 i) surrounding
ii) three
iii) layer of air next to the earth
iv) for about 10 miles
v) next layer
vi) of about 50 miles
vii) ozone gases
viii) lower portions
ix) destruction
x) Above
xi) ionosphere

Exercise 12

i) The Earth
ii) Troposphere
iii) Tropopause
iv) Stratosphere: extends to a height of about 50 miles above the earth. Ozone gases present in lower portions; temperature and atmospheric composition stable.
v) Ionosphere: extends to about 300 miles above the earth; air thin; effect on weather conditions unknown.

UNIT 10 WRITING REPORTS–2 REPORTING MEETINGS AND SPEECHES

Structure

10.0 Objectives
10.1 Introduction
10.2 Reporting a Meeting
10.3 Reporting a Speech
10.4 Punctuation : Quotation Marks
10.5 Let Us Sum Up
10.6 Key Words
10.7 Suggested Reading
10.8 Answers to Self-check Exercises

10.0 OBJECTIVES

In this unit we shall show you how to report (i) a meeting, and (ii) a speech.

After you have worked through the unit you should be able to prepare reports on i) meetings and ii) speeches.

10.1 INTRODUCTION

In every organization meetings are held periodically to discuss important issues related to the organization, and speeches are made by important officials. As an employee of your organization, you may be required to report such meetings and speeches.

10.2 REPORTING A MEETING

In the beginning you should give precise information about the following:

i) Name of the organization
ii) Venue and time of the meeting
iii) Agenda or programme
iv) A brief history of the organization

You should know something about each item of business and include all the important items in your report. You should report not only the final decisions, but also the arguments presented by various speakers.

The report of a meeting should not read like the secretary's minutes. For example, in your report the items of business will be taken up in the order of their importance rather than the order in which they were considered at the meeting. It will be a good thing if you can get the exact words of the resolutions adopted and quote some of the statements made by participants. You can use a tape-recorder, but do not depend on it entirely.

You may include statistics, tables, or charts — wherever necessary. You should give the names of all the participants, but report only the important speeches.

10.3 REPORTING A SPEECH

When you have to report a speech, you should start by paying attention to the following;

i) Adequate identification of the speaker
ii) The occasion for the speech
iii) The exact time and place
iv) The title of the speech, if any.

The experience of taking notes during lectures will help you in reporting a speech. Take down your notes carefully while you listen to the speech. If you wish to quote the exact words of a speaker, you must take down complete sentences, whenever possible. Use a tape-recorder, if you like, but do not always depend on it. Even if you use a tape-recorder, it is a good practice to take sufficient notes to follow the thread of the speaker's argument.

There are occasions when copies of a speech may be supplied in advance. If this has been done, you should start working on the copy immediately. You should go through it carefully and mark what you consider important. You should carefully check the copy when the speech is made and see if there are any major deviations from the text supplied. Sometimes what the speaker says outside the prepared text is more important than what is given in the text itself.

After the speech has been made, you should carefully organize your notes. The first and the most important step is to select a focal point for the report—that is, the most striking and significant point the speaker made. You should construct the lead paragraph around this point. Sometimes this decision is easy because the speaker dicusses one theme so emphatically that it almost automatically becomes the lead. Another speaker may present greater difficulty because he makes several points of approximately equal weight, thus forcing the reporter to make his own choice.

You should organize the other main points also in the order of importance. Now you can write the lead as well as the body of the report. Try to limit direct quotations to a maximum of 100 words at a time and alternate direct quotations with paragraphs containing your paraphrase of the speeches made. You should also include background information about the speaker.

Sometimes several speeches form part of a report. In such cases, the most important speech, usually from the most important speaker, gets prominence. You should also mention the most important things said by the other speakers, and the different opinions expressed by them. You may quote the persons representing different schools of thought.

Example

The following is a report of the President's address to Parliament. It was published in *The Times of India* (New Delhi Edition), 20 Feb. 1986.

OPPOSITION BOYCOTTS ADDRESS
Isolate terrorists, says President

The Times of India News Service

New Delhi, February 20. The President in his traditional address to the joint session of Parliament outlining the agenda of the government today pointed to the "inevitability of hard decisions without which forward movement will not be possible."

The address promised a comprehensive agriculture plan to promote an optimal cropping pattern, a more effective strategy for family planning, and sharpening of the anti-poverty programme.

Technology missions will be mounted to ensure drinking water for all villages, eradication of illiteracy, immunisation, oil-seeds production and improved

communication. New initiatives will be made for promotion of exports and tourism with a view to maintaining a viable balance of payments position.

There will be wide ranging discussions to formulate concrete proposals for changing electoral and other laws. Administrative reforms calculated to improve efficiency and enforce accountability will be introduced.

The joint session, with its usual ceremonial, was still shorn of the excitement and rapture which featured in the function only a year ago. Most non-Congress groups stayed away as announced, leaving gaps in rows.

Not since 1973 have so many groups joined in such a boycott. Even Congress members did not find any cause to cheer during the entire reading of the address. They thumped the desks only at the end as the President resumed his seat.

There was a moment of suspense when the President paused at the beginning. It was then noticed that he was looking for his reading glasses.

At the same time the President's address made it plain that "hard decisions" were inevitable in the pursuit of self-reliance, economic independence and eradication of poverty. "Sooner or later we have to face the realities of the situation. No one should be under the delusion that growth, social justice, price stability and self-reliance are achievable without efficiency, discipline and sharing of burden," Mr. Zail Singh said.

The President began his speech with a reference to the "triumph of democratic process over terrorism in Punjab" and held that the supreme task now was to isolate those resorting to violence.

He reiterated the government's commitment to the fullest implementation of the Punjab and the Assam accords.

Communalism: He acknowledged that communalism continued to pose a serious threat to national unity. "It is being reinforced by religious fundamentalism and fanaticism. The reconstituted National Integration Council will have to act decisively and systematically to strengthen secularism." he said.

He recalled the policies and programmes of the government outlined in his address last year and claimed "these have been fulfilled in a substantial measure." He cited the anti-defection law, enunciation of a new national education policy, establishment of a central Ganga authority, creation of a waste land development board as cases in point.

As for trends in economy, agriculture made steady progress going up nearly 15 per cent. He described the investment climate as buoyant. Power generation, fertilizer production, steel output have all gone up.

Tax collection: He said tax collections have been buoyant, belying gloomy forebodings. The collection of direct taxes is up by about 23 per cent compared to the corresponding period last year. Indirect tax collection has increased by 22 per cent, which is the highest in the last decade.

Glossary

in'evitable: which cannot be prevented from happening

re'iterated: repeated

fa'naticism: very great keenness for something, especially some religious or political belief
cite: mention as an example

'buoyant: going up

be'lie: show to be false

Self-check Exercise 1

Read the report given above and answer the following questions:

1 What is the title or the headline of the report?

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.....

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2 Which is the lead paragraph of the report?

.....

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3 What did the President promise in his address?

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4 You must have noticed that the reporter refers to previous joint sessions of Parliament. What is the purpose of such references in a report?

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.....

.....

5 Have you noticed any observation of the reporter which is not directly connected with the content of the speech? What is the use of such observations?

.....

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.....

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.....

6 The same address of the President (given on Feb. 20, 1986) was reported in a different manner in *The Tribune*, Chandigarh. The headline and the lead paragraph of the report are given below:

PRESIDENT ASSURES AKALIS OF SUPPORT

New Delhi, February 20 (P.T.I.; U.N.I.). The President, Giani Zail Singh, today asked the Punjab Government to isolate "those who are resorting to violence to disturb communal harmony and peace" and assured the ruling Akali Dal that in its "supreme tasks it would have the support of all political forces committed to the unity and integrity of the country."

Compare and contrast the headlines and the lead paragraphs in the two reports.

Exercise 2

Examine a report on a recent speech published in a newspaper. Consider the writer's choice of headline and lead paragraph and how well he has supported the lead with direct quotations.

10.4 PUNCTUATION: QUOTATION MARKS

Punctuation is a device by which we can divide written matter into sentences and phrases and make our meaning clear to the reader. In this section we shall talk about quotation marks, also called inverted commas. We use a pair of these marks, either double (" ") or single (' '), to show the beginning and end of the actual words said or written by someone else, that is, when we report someone's speech directly.

Examples of Punctuation in Direct Speech

1 Anita said, "We're going to Madras tomorrow."
(narration) + (words actually said)

2 "We're going to Madras tomorrow," Anita said.
(words actually said) + (narration)

3 "Give me a red rose," she cried, "and I will sing you my sweetest song!"
(narration between two parts of the utterance)

Notice that

i) in Examples 1 and 3 there is a comma after the narrative clause to separate it from the utterance coming after it,

ii) in Example 2 there is a comma at the end of the utterance to mark the transition from the words actually said to the narrative clause,

iii) the first word in 'direct speech' begins with a capital letter,

iv) the quotation marks enclose both the words actually said and the punctuation mark that goes with them.

Quotation marks are used to show where direct speech begins and where it ends. Do not use them at the beginning and end of each sentence in that speech.

Example

She said, "We'll be in Madras tomorrow. How marvellous! I hope it won't rain."

When writing a dialogue, we find it convenient to begin each contribution by each speaker on a new line.

Example

"We'll be in Madras tomorrow," said Anita. "How marvellous it will be! I hope it won't rain."
Her brother Srikant mumbled, "The forecast seemed to indicate good weather."
"Have you heard the forecast then?"
"Yes."
"Why didn't you tell me before?" she demanded. "You must know how important it is to me."
Anita crossed the floor and stood in front of him.
"Tell me exactly what you heard."
Silence.
She pleaded, "Srikant, I must know."

It is for you to decide whether you use double (" ") or single (' ') quotation marks. Either form is correct, but you must be consistent. Some people use double quotation marks to enclose direct speech and single quotation marks to enclose a quotation within a quotation.

Example

Dinesh said slowly, "Did I hear you say, 'I have no intention of going to Calcutta'?"

We use quotation marks to enclose titles of stories, poems, articles, essays, etc.

Example

Did you ever watch the serial 'Buniyad' on T.V.?

Commas and full stops are always placed inside the quotation marks.

Example

"Yes," Sunita agreed, "it is too late to go to the theatre now."

Self-check Exercise 3

Examine the following sentences, add quotation marks and use capital letters where necessary.

1 She's always late, complained her mother.

2 Would anyone like a game of chess? asked Suresh.

3 Anita asked, are there any decent programmes on T.V. tonight?

4 Mrs. Rao said, hand in your homework on friday.

5 goal! yelled the delighted crowd.

Self-check Exercise 4

Punctuate the following passage and use capital letters where required:

What do you feel are your main weaknesses pritam asked I know my spelling is very bad and i'm always making punctuation mistakes replied govind you need plenty of practice then his teacher said that can be arranged easily enough are you prepared to do extra homework yes certainly replied govind.

Self-check Exercise 5

Examine the following sentences and use quotation marks where necessary.

1 You must read The Last Ride Together.
2 Gandhi was a splendid film.
3 Do you read *The Times of India or Indian Express?*
4 *India Today* is very informative.
5 Is Chunauti a good programme?

10.5 LET US SUM UP

In your report on a meeting, you should give precise information about the organization, and the venue, time, and agenda of the meeting. You should report not only the final decisions but also the arguments of various speakers. You should take up the items of business in the order of their importance. You may quote some of the statements of the important participants and include statistics, tables, and charts where necessary.

When you report a speech, you should give precise information about the speaker and the occasion for the speech. While you listen to the speech, you should take down notes carefully. After the speech has been made, you should organize your notes. Then you should select the most significant point of the speech and arrange other points in the order of their importance. You should alternate direct quotations with your own paraphrase of the speeches. You may use a tape-recorder, but do not depend on it entirely.

10.6 KEY WORDS

ad'dress (noun): a speech

'boycott (verb): refuse to have relations with

chart: a sheet of tabulated or diagrammatic information

di'rect 'speech: words quoted as actually spoken

i,dentifi'cation: indication of who the persons are

'minutes: brief summary of the proceedings of an assembly, committee, etc.

ˌoppoˈsition: the parliamentary parties opposed to that in office

parˈticipant: one who takes part in something

ˌpunctuˈation: the insertion of marks in writing to indicate stops

quoˈtation ˈmarks: inverted commas and apostrophes, single (' ') or double (" "), used to mark the beginning and end of a quoted passage

staˈtistics: numerical facts systematically collected

ˈterrorist: one who inspires terror in the community

traˈditional: based on custom handed down from earlier times

10.7 SUGGESTED READING

A good daily newspaper

10.8 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

1 The title of the headline of the report is: 'Opposition Boycotts Address'.

2 The paragraph which contains the most striking or the most significant point or points is called 'the lead' or 'the lead paragraph'. In this report the lead paragraph is: The President in his traditional address.....pointed to the "inevitability of hard decisions without which forward movement will not be possible."

3 The President promised i) a comprehensive agricultural plan to promote an optimal cropping pattern, ii) an effective strategy for family planning, iii) anti-poverty programmes, and iv) the use of modern technology in the fields of water supply, education, health, agriculture and transport.

4 Yes. The reporter mentions that this year's joint session was shorn of the excitement and rapture which had featured in the previous year's joint session. Such references and comparisons make the report more interesting.

5 Yes, there is one observation which is not directly connected with the content of the speech. The reporter mentions that there was a moment of suspense when the President paused at the beginning — looking for his reading glasses. Such observations make the report more interesting.

6 The headline of the report published in *The Tribune* is: 'President assures Akalis of Support.'

The lead paragraph is: "The President ..... asked the Punjab government to isolate 'those who are resorting to violence to disturb communal harmony and peace' and assured the ruling Akali Dal that in its 'supreme task' it would have the support of all political forces committed to the unity and integrity of the country."

In the report published in *The Times of India*, the headline refers to the boycott of the address by the opposition parties and the President asking people to isolate the terrorists; the lead paragraph emphasizes the necessity of taking hard decisions to boost economic progress.

The Times of India, being a national daily with an all-India circulation, highlights national issues like the country's plans for economic development and the need for isolating terrorists.

The Tribune, being a regional paper, highlights local issues like the central government's support to the Akali government in Punjab in its fight against people who disturb communal harmony and peace.

Exercise 3

1 "She's always late," complained her mother.
2 "Would anyone like a game of chess?" asked Suresh.
3 Anita asked, "Are there any decent programmes on T.V. tonight?"
4 Mrs. Rao said, "Hand in your homework on Friday."
5 "Goal!" yelled the delighted crowd.

Exercise 4

"What do you feel are your main weaknesses?" Pritam asked.
"I know my spelling is very bad and I'm always making punctuation mistakes," replied Govind.
"You need plenty of practice then", his teacher said. "That can be arranged easily enough. Are you prepared to do extra homework?"

"Yes, certainly," replied Govind.

Exercise 5

1 You must read 'The Last Ride Together'.

2 'Gandhi' was a splendid film.

3

4 *India Today* is very informative.

5 Is 'Chunauti' a good programme?

UNIT 11 WRITING SUMMARIES-1

Structure

11.0 Objectives
11.1 The Technique of Summarizing:
Example 1. 'The Nile'
Example 2: 'Plants'
11.2 Let Us Sum Up
11.3 Key Words
11.4 Suggested Reading

11.0 OBJECTIVES

This unit will help you write summaries of passages by giving you practice in

- separating essential from non-essential ideas,
- separating details from ideas,
- removing repetition or restatement,
- making use of grammatical features to determine the importance of the ideas being presented,
- giving importance to the words which link sentences and ideas, and
- becoming aware of how ideas in a passage are systematically linked to each other.

After you have worked through the unit, you should be able to perform all the tasks indicated above.

11.1 THE TECHNIQUE OF SUMMARIZING

Example I

You are now going to read a passage about the river Nile. As you know, the Nile is a great river in Africa, which flows through and gives life to the plains of Egypt. Now, go ahead and read the passage, trying to grasp its meaning.

The Nile

The great river Nile flows gently in its course through the hot plains in the first half of the year, but later on, when the melting snows and the rains on the mountains far to the south swell its tributaries, the Nile overflows. It spreads rich, muddy soil from Ethiopia over its valley and forms deep stretches of green, fertile lands along its banks. The settlers found that in the soft, rich, earth, barley and wheat and other crops could be planted, even without the use of the plough, and they began to make many settlements of farmers. They used stone implements for tilling the soil, and flint for their weapons; and as time passed they learnt the use of copper.

Glossary

settlers: the first people who began to live there
flint: a very hard kind of stone used to produce fire.

Now you will read the passage a second time, sentence by sentence. After reading each sentence you will state which words you think you can remove from that sentence without destroying its meaning for the passage. Then, we shall discuss

the reasons for including/deleting certain words, before proceeding with the next sentence in the same way. We can then put together, in paragraph form, the new sentences that we have created by means of these deletions or removal of words. These will form a summary of the passage.

Now read the opening sentence:

(1) 'The great river Nile flows gently in its course through the hot plains in the first half of the year but later on, when the melting snows and the rains on the mountains far to the south swell its tributaries, the Nile overflows.'

Notice that the main statement here is 'The great river Nile flows gently in its course through the hot plains in the first half of the year, but later on, the Nile overflows.' The clause that has just been removed, namely, 'when the melting snows and the rains on the mountains far to the south swell its tributaries', is a less important part of the statement as it only gives further information relating to the words 'later on'. It is for this reason that it can be removed without damaging the basic meaning of the sentence. Notice also that this is a subordinate clause; hence, it contains less important information than the main clause. What we have retained so far is the entire main clause. It is important to learn to separate the main clause from its subordinate clauses in order to understand where the basic meaning of the sentence lies and where the details.

Notice also that in the main clause stated above, other phrases can be cut down to remove some details which are not absolutely essential. Remember that we are trying to summarise, and in summaries there is bound to be loss of detail and of richness of information. Details are necessary in full-scale writing but not in summaries. Now, try and see which phrases you feel can be removed from the main clause above, without destroying its basic meaning. In the blank space below, note down the words you wish to remove.

.....

.....

.....

Have you chosen to remove any of the following?

i) through the hot plains
ii) in the first half of the year
iii) gently in its course

You cannot, obviously, remove 'The great river Nile flows' without damaging the basic meaning of the sentence, so that has not been considered a possibility. Let us, then, consider which of the three word groups given above you can possibly remove without much harm. Notice that 'through the hot plains' is a contrast to 'the melting snows', but the line in which 'the melting snows' occurs has already been found to be a detail and has been removed. So, the contrast with 'the hot plains' is not required here. *Let us read the sentence without this phrase:*

(1a) 'The great river Nile flows gently in its course in the first half of the year, but later on the Nile overflows.'

Do you agree that the sentence still conveys the basic sense of the original?

Can the other two word groups (ii, iii) be removed as well? What will happen if 'in the first half of the year' is removed from 1a? If this is done, the contrast with 'but later on', which is necessary for the sentence, will be lost and the sentence as a whole will not remain meaningful. Hence (ii) has to be kept even in the summary.

Can 'gently in its course' be removed? No, because it is being contrasted with 'but later on the Nile overflows'. The phrase is required in order to show the behaviour of the Nile at certain times with its behaviour at other times. So you cannot cut down the sentence any further.

Now, read the next sentence.

(2) 'It spreads rich, muddy soil from Ethiopia over its valley and forms deep stretches of green, fertile lands along its banks.'

You notice that what is being described here is the action of the river. Is there anything in this sentence which is *not* absolutely essential for its meaning?

Consider which words you can remove and write these words in the blank space below. Both single words and phrases can be cut out.

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Once you have written something down, look at the following words/phrases. Have you removed any of these? (i) rich (ii) muddy (iii) from Ethiopia (iv) deep (v) stretches of green (vi) fertile.

Let us consider which words can in fact be deleted. In doing this, you have first to be careful to retain the most important words, from the point of view of the meaning. The sentence states that during its course the Nile spreads rich soil over its valley and forms fertile lands along its banks. So, if you delete the word 'rich' or 'fertile' from your version of the sentence, the meaning will be lost. But you can, in order to shorten the sentence-remove (ii), (iii),(iv) and (v) above, because these words relate to the sub-ideas and not to the main idea of the sentence.

You may now ask: how can one distinguish whether the words referred to contain the main idea or merely details of the main idea? Let us try analysing the sentence in order to answer such a question. The sentence states what the function of the Nile is. The richness of the soil and the fact that this makes the ground fertile is seen as the main function of the river. Notice that 'muddy' is a detail of 'rich soil' and 'green' is a detail of 'fertile'. Again, the phrase 'from Ethiopia', while providing useful information about the course of the river, is not essential for describing the action of the river. Thus, we can summarise (2) to read:

(2a) 'It spreads rich soil over its valley and forms fertile lands along its banks.'

Now read on.

3) 'The settlers found that in the soft rich earth, barley and wheat and other crops could be planted, even without the use of the plough, and they began to make many settlements of farmers.'

What can you remove from this sentence without damaging its basic meaning? *In the blank space given below, write down what you think can be deleted.*

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Now that you have chosen to remove some words, *check if you have deleted any of the following:*

(i) soft (ii) rich (iii) barley and wheat (iv) even without the use of the plough.

If you read the sentence carefully, you will find that not only the richness but also the softness of the soil is important here because of the statement that crops can be planted without the use of the plough. So, (i) and (ii) cannot be removed without damage to the sense. Notice that (iv) is required because it indicates an amazing softness of soil, something that normal fertile soil doesn't possess. So it needs to be retained. Examples of crops as in (iii), on the other hand, can perhaps be removed. It is possible to condense this part of the sentence to 'a number of crops could be planted'.

Another kind of change is also possible. You will notice a similarity between the words 'settlers' and 'settlements of farmers'. Can we cut down some of the common words? In order to do this, the sentence will have to be rewritten in a shortened form. The condensed sentence can then read:

(3 a) 'Many settlements of farmers were formed there because of the soft, rich earth on which a number of crops could be planted even without the use of the plough.'

Now read the last line of this paragraph.

4) 'They used stone implements for tilling the soil, and flint for their weapons; and as time passed they learnt the use of copper.'

Do you think any words can be removed from here? If so, write down these words in the blank space below.

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You may find it difficult to select the words which can be removed from here. Remember that it is not always possible to do so. In this case, it may, instead, be possible to reduce the length of the sentence by writing a generalisation to cover the examples listed here. The examples given are:

i) making stone implements for tilling the soil
ii) using flint for their weapons
iii) using copper

What general statement can you make to cover these examples? Write this down in the blank space given below before reading further.

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Perhaps it is possible to say:

(4a) 'They learnt the art of tool-making with the use of stone, flint and copper'.

'Tool-making' can cover the making of tools and weapons. It is possible to remove 'with the use of stone, flint and copper' from (4 a) if you consider this a detail. But the kind of materials used is historically so important that it seems desirable to retain, that is, not to remove the mention of stone, flint and copper. The condensed sentence then reads as given above in (4 a).

Now let's read the Summary given below:

Summary

The great river Nile flows gently in its course in the first half of the year, but later on it overflows. It spreads rich soil over its valley and forms fertile lands along its banks. Many settlements of farmers were formed there because of the soft, rich earth on which a number of crops could be planted even without the use of the plough. They learnt the art of tool-making with the use of stone, flint and copper.

Compare this with the original passage. As it contains all the essential points of the original, it can be considered a summary of it. Notice that the task of separating these points was made easy because you had to shorten only one sentence at a time. So, now you can feel confident that if you follow this method, you cannot go far wrong. You are not required to write new sentences of your own or to combine sentences from the passage. All you have to do is to remove those points that are not absolutely essential to the meaning.

Please remember that this is only one form of summary. We shall deal with other ways of summarising later.

Now are you ready to work through another passage, using the same method?

Example 2

This passage deals with the importance of plants in human life and the uses to which they have been put. It goes on to deal particularly with the jojoba plant. Now read the passage through, trying to understand its meaning.

Plants

People depend on plants for their existence. Plants in the form of seeds, especially grains, are important to people because they are the principal ingredients in most people's diets. Yet most of the plants that are important to people were domesticated, or tamed, in prehistoric times. For example, before history was written, corn and wheat became part of people's diets. People have grown these grains as crops in small fields for thousands of years.

Scientists have only recently begun to keep records of the domestication of plants. Because of their records, scientists can predict some of the problems in domesticating a plant. On the other land, there are three reasons why scientists cannot guess all of the problems or all of the solutions. The first reason is that they have never been successful in taming a wild plant. The second reason is that scientists have kept records for a relatively short time. The third reason is that each plant species is unique, different from all other plants. The jojoba is an example of a plant that scientists are trying to domesticate.

The jojoba is a desert plant that grows wild in the dry regions of the southwestern United States and northern Mexico. It is a bush that grows to be about two metres high. On its many woody branches, the jojoba produces a fruit that is 40 per cent to 60 per cent liquid wax. This liquid substance, called jojoba oil, is valuable. It can be used as a base for all kinds of cosmetics. It works well as an ingredient in high-quality machine oils. By domesticating the jojoba, scientists hope to change unproductive desert land into productive agricultural land.

Glossary

pre'dict: say in advance what will happen
do,mesti'cation of 'plants: use of plants for man's purposes

Now you will read the passage sentence by sentence.
Let us begin by reading the first two sentences:

> (1) 'People depend on plants for their existence. (2) Plants in the form of seeds, especially grains, are important to people because they are the principal ingredients in most people's diet.'

There are perhaps some words here which repeat the meaning that is being stated in different words. They can, therefore, be removed from a summary. Which are these words? In the space below, write down the words you can remove.

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Did you decide to remove the whole of the first sentence or some parts of both sentences 1 and 2 ? One way of shortening the sentence is to say:

> 'People depend on plants, in the form of seeds, especially grains, for their existence because these are the principal ingredients of human diet.'

By doing this, you have removed the repetition of the words 'plants. . . are important to people' because this idea is already contained in (1). You have also shortened 'most people's diet' to 'human diet'.

Notice also that 'they' in 'they are the principal ingredients' changes to 'these' in the reduced form. In the original sentence, 'plants' is the subject of the sentence to which 'they' refers. In the rewritten sentence, however, there can be some confusion about whether 'they' refers to 'people' or 'plants'. Grammatically speaking, in the rewritten sentence, 'they' should refer to 'people' because that is the subject of the sentence, but that will not make any sense. 'These', on the other hand, indicates very clearly that it is plants which are being referred to.

By following this process, you remove obvious repetition. There may be some repetition that remains and so, after going through the whole passage, you may decide to cut out some more words. But that can be considered later. Let us go through the passage sentence by sentence first. Read the next three sentences.

> (3) 'Yet most of the plants that are important to people were domesticated, or tamed, in pre-historic times. (4) For example, before history was written, corn and wheat became part of people's diets. (5) People have grown these grains as crops in small fields for thousands of years.'

Underline or write down the words in the above sentences which say the same thing. Once you have done this, read ahead.

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Did you underline any of the following?

i) in pre-historic times
   before history was written
   for thousands of years

ii) domesticated
   tamed
   became part of people's diets
   have grown these grains as crops in small fields

Notice that the three phrases in (i) very clearly mean the same thing. In (ii), the words/phrases are not identical in meaning, in themselves. But, in the context of these sentences, they are very similar. So perhaps it is possible to keep only one phrase/word from (i) and (ii) each in order to summarise the sentences. Rewrite (3), (4) and (5) as one sentence, cutting out repetition of words and ideas, in the space given below.

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One way of doing this will be:

> 'Yet most of the plants that are important to people, for example, corn and wheat, were domesticated in pre-historic times.'

In producing this summary, most of (3) has been kept, but (except for the example)(4) and (5) have been cut out. This is because the same ideas were being repeated. By now you must have begun to understand when ideas are being repeated.

Now read the next two sentences.

(6) 'Scientists have only recently begun to keep records of the demestication of plants. (7) Because of their records, scientists can predict some of the problems in demesticating a plant.

Underline the words/phrases that are identical or similar in the two sentences. Now try and combine the two sentences, removing the words that are similar. Try to do this in the space given below and also check whether it is necessary to substitute some other words for those that are removed.

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It is clear that three things are being repeated in the two sentences: 'scientists'; 'records' and 'demestication of plants'. If possible, these words should occur only once in a summary. Bearing this in mind, perhaps the sentences can be rewritten as:

> 'Scientists have only recently begun to keep records of the domestication of plants because through these they can predict some of the problems in domesticating a plant'.

Notice the substitutions used:
'scientists' ⟶ they

'records of the domestication of plants ⟶ these

The substitutions for similar words here consist of pronouns.

Another way to reduce the sentences is to cut out any references to the scientists who are performing this task. This makes the statement sound more technical and it also become much briefer :

> 'Records of the domestication of plants are very recent and they can help predict some problem areas in this field'.

Notice that the following phrases have been reduced.

'have only recently begun (6) ⟶ are very recent
'the domestication of plants' (6)
'problems in domesticating a plant' (7) } problem areas in this field

Now, look at the next few sentences.

(8) 'On the other hand, there are three reasons why scientists cannot guess all of the problems or all of the solutions. (9) The first reason is that they have never been successful in taming a wild plant. (10) The second reason is that scientists have kept records for a relatively short time. (11) The third reason is that each plant species is unique, different from all other plants. (12) The jojoba is an example of a plant that scientists are trying to domesticate.'

In what way can you reduce the size of these sentences? Think about this a little before looking ahead. You may jot down your points here.

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Notice that 'On the other hand' seems to be required because it signals that a different viewpoint is being presented from the one in the earlier sentence. But, nevertheless, this phrase can be shortened. *Can you suggest a word you can use instead?*

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What words are being repeated in the four sentences above (8-12)?

Underline these.

Can some of them be removed? Can some of them be shortened? Write your shortened version here on the basis of the changes you have made above.

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Here is one way in which the sentences can be reduced.

Check this with your version and compare the differences.

> 'However, all the problems/solutions cannot be guessed in advance because: (i) scientists have never been successful in taming a wild plant; (ii) records have been kept for a relatively short time; (iii) each plant is unique. The jojoba is an example of a plant that scientists are trying to domesticate.'

Note down the points of difference between your version and this one.

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Notice that sentence 12 has been retained without any change, partly because it is required to be a bridge to paragraph 3.

Now read sentences 13-19, which make up the whole of paragraph 3.

(13) 'The jojoba is a desert plant that grows wild in the dry regions of the southwestern United States and northern Mexico. (14) It is a bush that grows to be about two metres high. (15) On its many woody branches, the jojoba produces a fruit that is 40 per cent to 60 per cent liquid wax. (16) This liquid substance, called jojoba oil, is valuable. (17) It can be used as a base for all kinds of cosmetics. (18) It works well as an ingredient in high-quality machine oils. (19) By domesticating the jojoba, scientists hope to change unproductive desert land into productive agricultural land.'

First, think of ways in which you can shorten this. You can jot down your points here or underline in the paragraph above the words that you wish to remove.

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In what way can you combine some of the sentences? Let us start with (13) and (14). It is possible to reduce these to the following:

> 'The jojoba, a wild desert bush that grows in some parts of the United States and Mexico, is about 2 metres high.'

What has been done here ?

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First, 'is a desert plant that grows wild' and 'It is a bush' have been combined to form 'a wild desert bush'.

Second, notice that we don't state that the jojoba *is* a wild desert bush : we don't make this a separate sentence. After 'jojoba' we place 'a wild desert bush' separated by a comma, in order to show that the jojoba and the wild desert bush refer to exactly the same thing. In your grammar books you will find an explanation for this relationship, namely that 'a wild desert bush, is a noun phrase in apposition to 'jojoba'. This is a useful way of condensing sentences provided that the two nouns (or noun phrases) in apposition refer to identical things.

Third, it is not necessary to include in your summary all the details that occur in a passage. Passages can, of course, be summarised for various reasons, and certain details will be required for certain particular purposes. However, in a general summary, such as we are attempting here, detail of any kind which is not needed for the development of the main point can be deleted. So, we have left out mention of 'the dry regions' in which the jojoba grows, and the fact that it grows in the 'southwestern' parts of the United States and 'northern' Mexico.

Fourth, notice that because sentence 13 and 14 have been combined, the main clause is 'the jojoba is about two metres high'. The other parts of the sentence are a noun phrase in apposition: 'a wild desert bush', and a subordinate relative clause: 'that grows in some parts of the United States and Mexico'.

Let us now look at sentences 15-19. These contain a number of sentences dealing with the jojoba fruit, its contents and use. How can we combine these into fewer and shorter sentences?

First, underline the parts of the sentence that deal with detail which is not necessary for the main argument.

Have you done that? Next, *find the common elements in these sentences. State these here.*

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Once you have done that, you can proceed to combine sentences 15-18 (not 19) into two sentences. Write your combined sentences here.

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Read your sentences again to check whether you can improve them. Now compare your work with this version. This is, of course, only one way of condensing the sentences. There can be other ways as well:

> 'Its fruit is 40-60 per cent liquid wax, called jojoba oil, which is valuable. This can be used in making cosmetics and high quality machine oils.'

Let us analyse what steps have been taken to produce these sentences.

Details removed: (15) 'many woody branches'
Common elements: (15) 'liquid wax'; (16) 'liquid substance';
(16) 'jojoba oil' ; (17) 'it'; (18) 'it';
(17) 'can be used as a base for' ; (18) 'works well as an ingredient in'

Sentence 15 can be condensed to 'Its fruit is 40-60 per cent liquid wax', but we don't end the sentence there. We draw on sentence 16, removing the common element 'liquid substance' and add 'called jojoba oil, which is valuable'. Notice that we have added the word 'which', which refers to liquid wax. The main clause of this new sentence now reads, 'Its fruit is 40-60 per cent liquid wax'. This sentence has two subordinate clauses, (i) 'called jojoba oil' (short for 'which is called jojoba oil') and (ii) 'which is valuable'. Remember that the process of condensing sentences requires you very often to combine sentences in such a way that one or more of the sentences become subordinate clauses in the new sentence. You must therefore learn how to distinguish main and subordinate clauses and also how to produce these different clauses.

Sentences 17 and 18 have been combined to give rise to 'This can be used in making cosmetics and high-quality machine oils'. The common element in 'it can be used as a base for' and 'It works well as an ingredient in' is expressed in 'this can be used in'. This applies to both cosmetics (17) and high-quality machine oils (18), so the two when joined by an 'and' can complete the sentence.

What about sentence 19? It appears difficult to condense this without removing the essential point of the passage, so we can just leave it as it is.

Now read the summary as a whole. Compare it with the original text.

Summary A

1 (1) People depend on plants, especially in the form of seeds, or grains, for their existence because these are the principal ingredients of human diet. (2) Yet most of the plants that are important to people, for example corn and wheat, were domesticated in pre-historic times. (3) Records of the domestication of plants are very recent and can help predict some problem areas in domesticating a plant. (4) However, all the problems/solutions cannot be guessed in advance because (i) scientists have never been successful in taming a wild plant; (ii) records have been kept for a relatively short time; and (iii) each plant is unique.

2 (1) The jojoba is an example of a plant that scientists are trying to domesticate. (2) The jojoba, a wild desert bush that grows in some parts of the United States and Mexico, is about 2 metres high. (3) Its fruit is 40-60 per cent liquid wax, called jojoba oil, which is valuable. (4) This can be used in making cosmetics and high quality machine oils. (5) By domesticating the jojoba, scientists hope to change unproductive desert land into productive agricultural land.

Now let us go over the summary and consider whether each sentence is properly linked to the following one.

Look at sentence 2 of Paragraph 1 of the summary. Sentences 1 and 2 are connected by means of the word 'Yet'. This word suggests that something different from what is stated in sentence 1 is going to be presented. Is that, however, the case? The fact that most plants were domesticated in pre-historic times (sentence 2) is not being stated in contrast to people's dependence on plants (sentence 1). So the use of 'Yet' is confusing. What is being contrasted occurs in sentences 2 and 3, namely, the fact that though plants were domesticated in pre-historic times (sentence 2), *yet* records of this domestication are very recent (sentence 3). So the placement of 'yet' in the sentence has to be changed. Sentences 2 and 3 can now read:

> 'Most of the plants that are important to people, for example corn and wheat, were domesticated in pre-historic times, yet records of the domestication of plants are very recent. These can help predict some problem areas in domesticating a plant.'

Notice that sentence 2 is made to carry the contrast mentioned above with the help of part of sentence 3. Sentence 2 now becomes quite long, so the second part of sentence 3 (Summary A) is made to stand alone here.

Are the other sentences linked? Look at the connection between sentences 3 and 4. The linking word 'however' appears at the beginning of sentence 4. This indicates that only some problem areas in domesticating plants can be predicted, but all problems cannot be predicted/guessed in advance. This would seem to be a suitable way of joining the two sentences. Sentence 4 goes on to outline the reasons *why* all problems cannot be predicted in advance.

A new paragraph is started at this point. Why is it necessary to separate the passage into two paragraphs? The reason is that the passage moves from a general statement of the issues to a short case study of the jojoba plant. A new paragraph is needed to indicate this change in focus. What is the point of connection between the paragraphs? Paragraph 2, sentence 1 states that the jojoba is an **example** of plants that scientists are trying to domesticate. This word 'example' very clearly indicates the nature of the relationship between the jojoba tree and the rest of the discussion that has taken place earlier.

How is sentence 2 of paragraph 2 linked to sentence 1 ? It repeats the word 'jojoba', indicating that it is going to make a statement about it. So sentence 2 merely says something more about sentence 1.

Sentence 3 is connected to sentence 2 by means of the pronoun 'its'. This also makes a statement about the jojoba tree. Sentence 4 is connected to sentence 3 by means of the word 'this' (sentence 4) which refers to jojoba oil (sentence 3). Sentence 5 makes a general statement about the effect that domesticating the jojoba plant will have on the productivity of the land. It is therefore connected to the whole of paragraph 2 and is also linked to the word 'solutions' in paragraph 1.

Write the new version of the summary here. (Only sentences 2 and 3 have changed.)

Summary B

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If you wish to shorten this summary further, what can you do?

Different statements are being made in paragraph 1, namely the ones given below. *Which of these are absolutely essential for you to retain? Your decision about items to retain in paragraph 1 should be guided by the nature of the information presented in paragraph 2, so choose only those ideas which are required to connect paragraphs 1 and 2.*

i) People's dependence on plants
ii) The domestication of plants in pre-historic times

iii) The fact that records of the domestication of plants are very recent
iv) Problem areas in domesticating plants can be predicted by studying records of the domestication of plants.

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Perhaps the points that can be removed are (iii) and (iv) because these are not absolutely essential. If the first two are removed, the whole meaning of the passage will collapse.

The next thing to learn in order to condense a passage further is to be able to combine two or even three sentences into one by creating complex sentences with subordinate clauses. Notice the way in which statements i-iv have been written. *What changes have been made to the form in which these statements occurred in Summary A/B?*

'People depend on plants' ⟶ People's dependence on plants
'plants. . . . were domesticated in pre-historic times' ⟶ The domestication of plants in pre-historic times

The verb 'depend' has been turned into 'dependence'—a noun; the verb 'were domesticated' has been turned into a noun 'domestication'. As nouns, these become the subjects of new sentences and can take other verbs in order to combine two sentences/clauses. Consider the following sentence as an opening sentence for Summary C:

> 'People's dependence on plants has led to the domestication of plants and grains that are important for man's existence'.

This is based mainly on sentence 1 of Summary A/B, though 'the domestication of plants in pre-historic times' is drawn from sentence 2. The change of verb into noun has enabled us to produce this shorter version because the main parts of the two sentences, namely, 'People depend on plants' and 'plants. . . were domesticated' can be combined into one sentence: 'People's *dependence* on plants has led to the *domestication* of . . . . .;
'the principal ingredients of human diet' ⟶ important for man's existence'

The second sentence of Summary C can read:

> 'Most of the important plants, e.g., corn and wheat, were domesticated in pre-historic times, but scientists are still trying to domesticate more plants.'

What changes have been introduced here to make it different from Summary B? Note them down here before reading further.

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The changes that have been made are:

i) for example ⟶ e.g.

ii) 'but scientists are still trying to domesticate more plants' (Summary C) is taken chiefly from paragraph 2, sentence 1 (Summary B), namely, 'The jojoba is an example of a plant that scientists are trying to domesticate.' It is stated

here as a generalisation which links it to the description of the jojoba plant in the second paragraph.

The first sentence of paragraph 2 can read:

> 'The jojoba is one example of successful domestication in recent years'.

The first part of this is drawn mainly from sentence 1 quoted above. However, this also contains the words 'successful' domestication and 'in recent years'. Both these words/phrases are drawn from the sense of the passage from those parts of Summary A/B that have been left out of Summary C so far.

The second sentence of paragraph 2 can read:

> 'It is a wild desert bush found in some parts of the United States and Mexico, which has fruit consisting largely of liquid wax.'

What are the changes that are made here? Note them down in the space given below:

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Notice that the following changes are made:

The jojoba → It

that grows in → (which is) found in

Its fruit is 40-60 per cent liquid wax → consisting largely of liquid wax

Two sentences from the previous summaries are combined to form a complex sentence with two subordinate clauses. The subordinate clauses are:

i) found in some parts of the U.S. and Mexico
ii) which has fruit consisting largely of liquid wax

The third sentence of paragraph 2 can read:

> 'This can be used to produce oil for making cosmetics and high-quality machine oils'.

In what ways has Summary A/B been changed to produce this sentence? Write down your answer here.

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In order to get this sentence, two sentences from Summary A/B have been combined, namely, 'called jojoba oil' and 'This can be used in making cosmetics and high-quality machine oils.'

The last sentence of paragraph 2 can read:

> 'In addition, by domesticating the jojoba, unproductive desert land can be changed into productive agricultural land.'

What changes have been made in Summary A/B in order to produce this sentence? Note down your ideas here.

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The main change consists in bringing in the words 'In addition'. This indicates that there are two advantages in cultivating the jojoba: (i) it can be used to produce oil, and (ii) unproductive desert land can be changed into productive agricultural land.

Now read Summary C as a whole:

Summary C

People's dependence on plants has led to the domestication of plants and grains that are important for man's existence. Most of the important plants, e.g. corn and wheat, were domesticated in pre-historic times, but scientists are still trying to domesticate more plants.

The jojoba is one example of successful domestication in recent years. It is a wild desert bush found in some parts of the U.S. and Mexico, which has fruit consisting largely of liquid wax. This can be used to produce oil for making cosmetics and high-quality machine oils. In addition, by domesticating the jojoba, unproductive desert land can be changed into productive agricultural land.

Do you think this is better than Summary B? Why/why not?

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11.2 LET US SUM UP

In this unit we have given you practice in

- separating the essential ideas in a passage from the non-essential ones, and
- observing how the ideas in a passage are linked to each other.

11.3 KEY WORDS

con'dense : express in fewer words

noun : a word or phrase used as the name of a person, place, or thing.

'subject : about which something is said; 'subject' and 'predicate' are the essential parts of a sentence.

sub'ordinate 'clause : a clause serving as a noun, an adjective or an adverb in a sentence.

'summary : a brief account

'systematically : methodically

verb : a word or phrase that predicates, e.g., the intalicized words in.
'The river *flows* gently. 'Plants *are* important to people'.

11.4 SUGGESTED READING

J. Zukowski/Faust, S.S. Johnston and C.S. Atkinson : *Between the Lines.*

UNIT 12 WRITING SUMMARIES-2

Structure

12.0 Objective
12.1 Techniques of Summarizing
Example 1: 'Integrated Pest Management.'
Example 2: 'Earthworms Back in the Garden.'
Example 3: 'How a Volcano Affects the Earth.'
12.2 Let Us Sum Up
12.3 Key Words
12.4 Answers to Self-check Exercises

12.0 OBJECTIVE

In this unit we shall take up three passages and show you how they can be summarized.

After working through the unit you should be able to write summaries of the passages you read.

12.1 TECHNIQUES OF SUMMARIZING

Example 1

You are now going to read a passage on how agriculturists are learning to deal with creatures who harm crops. In recent years, there has been a growing use of insecticides, but the passage given below suggests that other ways of dealing with the harmful creatures or pests are being developed and successfully used. Now read the passage.

Integrated Pest Management

1(1) 'Agricultural pests are winning the battle against the poisonous chemicals in pesticides. (2) As each new chemical pesticide is used, the insects or rodents gradually become used to it. (3) The pests change themselves so that they are not killed by the poison. (4) Therefore, farmers, scientists, and food planners are trying a new method to control the pests that attack their crops. (5) This method is called Integrated Pest Management, or **IPM.**

2 Integrated pest management is a plan that combines several different methods to destroy insects and rodents. These methods are specifically developed for individual areas and crops. The control methods include using the pests' natural enemies, controlling the pests' breeding environment, and developing stronger strains of seeds. Chemical poisons are used only when necessary. The IPM method accepts the fact that it is useless to try to destroy pests completely with chemical poisons. Its aim is to control pest populations so that crops can still grow well.

3 Cotton farmers in Texas have been using the IPM method. The farmers find this the best combination of control methods for their needs. In this way, they can produce crops without using too many chemical poisons. In 1977, three-quarters of the cotton fields in Texas received no insecticides at all. That year's cotton crop was better than average. The IPM methods showed the farmers a better way to control the pests in their fields.

4 The United Nations Environment Programme (UNEP) has been studying agricultural pests and chemicals. It has found that 223 pests are resistant to, or not affected by, insecticides. Rodents, including rats, are also gaining resistance to poisons. In 1965, another UN organisation, the UN Food and Agricultural Organisation, listed 182 resistant types of pests. Three years later, there were 228 species on the resistant list. The 1977 survey raised the number to 364 species. Because so many pests are becoming resistant to chemical poisons, it is necessary to find another method of control. By using Integrated Pest Management, farmers can still control and limit pests without depending on chemical poisons.'

(from Zukowski-Faust, J. Johnston, S.S. and Atkinson, C.S. *Between the Lines.* Copyright © 1983 by Holt, Rinehart and winston, Inc., reprinted by permission of the publilsher)

Glossary

'pesticides: substances used to destroy troublesome or destructive creatures like insects, mice, etc.

'rodents: animals like rats, rabbits, squirrels, which bite at things with their strong teeth

strains: varieties

re'sistant to: offering resistance to; opposing; not being affected by

We are now going to make a summary of the passage by looking for the important ideas in each paragraph.

Let us start with paragraph 1. Re-read this paragraph and find a line that states the main idea. Write down that line here. It is not always possible to find the main idea stated in a single sentence. Quite often it is to be put together from many different sentences. If the main idea can be found in one sentence that sentence is called a topic sentence.

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Did you choose sentence 1 as your topic sentence?

> 'Agricultural pests are winning the battle against the poisonous chemicals in pesticides.'

Notice that sentence 2 merely explains the meaning of sentence 1. Sentence 3 gives a little more information about the same point. What about sentences 4 and 5? You can see that these provide a new point. The two sentences (4 and 5) can be combined to form:

> 'Therefore, farmers, scientists and food planners are trying a new method to control the pests that attack their crops, namely, Integrated Pest Management (IPM).'

What is the relationship between sentence 1 on the one hand and sentences 4 and 5 on the other hand? Write down the answer here, before looking ahead:

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Sentence 1 states the general position— the problem. Sentences 4 and 5 state the solution to this problem. Note that both the problem and the solution make up the topic of paragraph 1.

What is the relationship of the rest of the passage to these sentences? Rapidly look over paragraphs 2, 3 and 4 and state the nature of that relationship here, before looking ahead:

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The rest of the passage contains a development of the idea of Integrated Pest Management: what it consists of, how it is used, and its effect. It is therefore an expansion of the solution to the problem stated in paragraph 1.

Now, look for the important sentences in paragraph 2, which develop the main idea. Write them down here:

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Have you written down the following?

> 'Integrated pest management is a plan that combines several different methods to destroy insects and rodents. Its aim is to control pest populations so that crops can still grow well.'

As you can see, the first and the last sentence of this paragraph have been chosen because these contain the main ideas. However, is this information enough to summarise paragraph 2? If you look again, you will find that crucial items are left out. What are these? Go back to paragraph 2 and find out what other information is required to be stated. Write this down here:

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The points to be taken from paragraph 2 read thus:

> 'Integrated pest management is a plan that combines several different methods to destroy insects and rodents. Its aim is to control pest populations so that crops can still grow well, by using the pests' natural enemies, controlling the pests' breeding environment, and developing stronger strains of seeds.'

Can you cut out any words from here? Write down what you can remove.

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Now check your answer.

i) 'Integrated Pest Management' has already been mentioned in full in the sentence we have retained from paragraph 1. The same sentence also states its short form 'IPM' in brackets. Therefore, the next sentence to be included in the summary, i.e. from paragraph 2, need not repeat 'Integrated Pest Management' in full. It can be referred to simply as 'IPM'.

ii) The word 'pests' is repeated in the summary of paragraph 2. We can therefore, change the second use of 'the pests' to 'their'. The sentence will then read:

> '. . . by using the pests' natural enemies, controlling *their* breeding environment. . .'

Now condense paragraph 3. Bear in mind what has already been stated in the summaries of paragraphs 1 and 2 above and choose only what seems to be necessary from paragraph 3 to continue the argument.

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Here is a hint: a specific example has been given here. This is too long to repeat. Choose only one aspect of the example to make the required point that the IPM method is successful. Write this down here if you have not already written it in the blank given above.

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Perhaps the most important part of the example is 'The cotton crop in Texas in 1977 was better than average'. To produce this, parts of two sentences have been combined. The other details are not required in a summary.

Now read paragraph 4 and note down the main idea expressed in it. Don't get confused by the details. Try and find the general point.

State it here.

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Have you noted down the following:

> 'The U.N. Environmental Programme has found that a large number of pests are resistant to insecticides, so it is necessary to find another method of control.'

Notice that this sentence is drawn from different parts of the paragraph. 'The United Nations' has been shortened to 'The U.N.,' but not 'U.N.E.P.'. The U.N. is a well-known organisation, so it will be recognised by its initials, but the Environmental Programme run by the U.N. is not generally so well-known, so it

needs to be stated in full. A number of figures are given about the pests that have been studied and found to be resistant to insecticides. These cannot be stated separately but have to be contained within a generalisation 'a large number of pests'. The second last sentence of the paragraph is the main sentence for the summary.

Now rewrite all the main points that we have put down separately, together here:

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Let us now read this summary:

> 'Agricultural pests are winning the battle against the poisonous chemicals in pesticides. Therefore farmers, scientists and food planners are trying a new method to control the pests that attack their crops, namely Integrated Pest Management (IPM). IPM is a plan that combines several different methods to destroy insects and rodents. Its aim is to control pest populations so that crops can still grow well, by using the pests' natural enemies, controlling the pests' breeding environment, and developing stronger strains of seeds. The cotton crop in Texas in 1977 was better than average. The U.N. Environmental Programme has found that a large number of pests are resistant to insecticides, so it is necessary to find another method of control.'

Now consider this summary carefully.

i) Are all the points connected to form a single argument? And are all the sentences properly linked? If you read carefully you will find that one of the sentences has no proper linking word to connect it to the previous sentence. Which sentence is this? What linking words would you add? Answer these questions here before reading ahead.

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The last sentence but one is not related to the previous one. It is necessary to add something else such as, '*As a result of using the IPM,* the cotton crop in Texas in 1977 was better than average.' By the addition of these words a reason is given for the improvement of the cotton crop.

ii) Is there any repetition of ideas anywhere in this summary? Write down the sentences that repeat the same information .

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You will have noticed that the first and the last lines of this summary repeat the same points in different words. So, perhaps it is possible to cut out one of the lines. The last sentence can very easily be removed because mention of the U.N. Environmental Programme is not particularly important to the development of the argument. So the summary is complete without the last sentence.

Let us go over the steps we took to write this summary.

i) we isolated the main point or points in each paragraph;

ii) we then put them all together as a summary;

iii) and finally, we looked at the summary to check for repetition of ideas and removed the repetition. The summary also lacked connection between one of the examples and the main idea. In that case, linkers or connecting words were required in order to make it read properly. You must follow these steps when writing a summary.

Example 2

You will now read another passage. This deals with a related topic. It talks about natural ways of fertilising the soil. The method suggested here is the use of earthworms to freshen the soil. Now read the passage.

Earthworms Back in the Garden

(1) 'Earthworms are the answer for every garden problem, according to Harold John Weigel. They can increase crop production, turn and freshen soil, and produce faster growth. Simply take care of the earthworms, and the earthworms will take care of the garden. Weigel is extremely enthusiastic about earthworms. They are tremendous creatures, "the intestines of the Earth," Weigel says, quoting Charles Darwin.

(2) Weigel is so excited about the benefits of worms that he is writing a book about them. He gardens using thousands of earthworms. He has persuaded his wife to put worms in her houseplant pots. He even suggests eating worms which he claims are 70 per cent protein. He has dreams of armies of earthworms helping to replace topsoil in the country. It is a fact, he says, that topsoil is disappearing every year through erosion. Wind and water carry away the soil, and nature needs centuries to replace it.

(3) Within one year, one thousand earthworms and their descendants can change approximately one ton of organic matter into one of the highest-yield growing materials known, according to Weigel. Worms eat organic material and produce what is known as worm castings. If 1,000 pounds of earthworms are working one acre of land, every twenty-four hours they will produce 1,000 pounds of castings that function as a high-grade topsoil, Weigel said. They produce the same amount of topsoil in one day that nature could produce in 700 years through decomposition and erosive forces such as wind and rain.

(4) Planting gardens in worm castings offers plants more than just all the necessary nutrients. For example, castings are very porous, and water flows easily through them. They are very absorbent, being able to hold water easily. In addition, worms tend to be happiest around the roots of plants. Water can then flow directly to roots through the worm channels. The worms' channels also give air to the plants. Because the worms dig in the soil, they create a planting area of even consistency. Thus, the earthworms act as natural ploughs.

(5) Worms offer all these benefits, yet they make few demands. They need only moisture, darkness, and food from the soil. Weigel gets his information on the benefits of earthworms from books and from the Wormgrowers Association. That little-known group, which is active in many states, suggests that commercial farmers reintroduce earthworms in places where they have been killed through the use of synthetic fertilisers and other gardening chemicals.'

(from Zukowski-Faust, J., Johnston, S.S. and Atkinson, C.S. *Between the Lines.* Copyright ©1983 by Holt, Rinehart and Winston Inc., reprinted by permission of the publisher)

Exercise 1

Reread paragraph 1 and draw out the main idea from it. You can begin in this way: 'Earthworms are the answer for every garden problem'.

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(Check your answer with that given by us at the end of the unit.)

You were expected to complete the above sentence by giving examples of the problems earthworms can solve, as listed in paragraph 1. Notice that the punctuation mark, the colon, in the answer given by us, indicates that an explanation, or details regarding something, are going to follow.

Now re-read paragraph 2 and draw out the main ideas from it. You will find that it contains two main ideas. Write them down here.

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Check your answers with those given at the end of the unit. The paragraph is about the benefits of worms and the two benefits mentioned here should be selected for the summary. If you have chosen anything else, it can only be about Weigel's excitement and the usefulness of worms in general. In a summary we are not much concerned with the views of an individual such as Weigel, but with the facts themselves. The usefulness of worms in general has already been stated in the summary of paragraph 1, so that doesn't need to be repeated.

Now re-read paragraph 3 and note down the main points. Choose the most general statements. Specific examples should not be included unless they also express a general idea which has not already been stated. Write down your points here.

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Check your answers with those given at the end. You will find that a large part of the first and the last sentence expresses the main points. All references to Weigel are left out. The point regarding worm castings, though important, is not really necessary for the main argument that runs through the whole piece.

Now read paragraph 4. Just select those points that have not already been stated. Choose adjectives and adjective-like phrases that are used to describe the effect of worms on the soil. You can begin your sentence this way:

'Worms make the soil

It is not necessary to give all the details even though they are interesting. In a summary you need basically to provide the main points that are important for the whole passage. Check your answer with that given by us.

Now read paragraph 5 and note down the main points. You will notice that this paragraph deals with the needs of worms. So, first state the three things that they need, starting with the words:

'Worms need only .....

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Another point is also being made here regarding a Worm Growers' Associationwhich is of interest in the context. This could also be mentioned. Put in a line about this.

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Check your answer with that given by us.

Now, if the whole summary we have produced is written up, it will read like this:

'Earthworms are the answer for every garden problem: they can increase crop production, turn and freshen soil and produce faster growth. Earthworms, it is claimed, are 70 per cent protein, so they can be eaten. They can replace the topsoil which is disappearing every year through erosion. Within one year, 1,000 earthworms and their descendants can change approximately 1 ton of organic matter into one of the highest-yield growing materials known. They produce the same amount of topsoil in one day that nature could produce in 700 years through decomposition and erosive forces. Worms make the soil porous, absorbent and of even consistency. Worms need only moisture, darkness and food from the soil. A Worm Growers' Association is active in many states.

Let us look at the summary carefully now to see if any changes are required in order to make it read like a connected passage. The first part all the way upto

. . . and of even consistency, is concerned with the function of earthworms. Each point that is being made up to this stage consists of a statement of yet another function of the earthworms, so no further connecting words are required.

However, the sentence 'Worms need only moisture, darkness and food from the soil' is concerned not with the function of worms but with the needs of these worms. It is therefore necessary to indicate that a different kind of idea is being brought in. A line from the original passage can be used in order to connect this sentence with the rest of the summary. Let us see how the summary will read with this addition:

> '. . . Worms make the soil porous, absorbent and of even consistency. Worms offer all these benefits, yet they make few demands: they need only moisture, darkness and food from the soil.'

Notice that the addition of this line indicates very clearly what the passage has dealt with so far and the contrast with what it is going to deal with next.

What about the last sentence of the summary? Does it fit in at that point in the summary? There is actually no connection between that and the sentence before it. It may perhaps be preferable to drop the mention of the Worm Growers' Association.

Notice that the summary does not necessarily follow the sequence of ideas of the original passage. It may follow the same sequence or it may not. What is important is that a clear line of argument develops, even though in the original passage the line of argument is not so clear.

Now rewrite the final version of the summary here. Check your answer with that given at the end.

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Example 3

You are now going to read a passage about volcanoes and how the fiery substance they throw out with such force can affect large parts of the earth. It deals with certain specific examples of volcanoes and their general effect. Now read the passage.

How A Volcano Affects The Earth

1 (1) The Northern Hemisphere is experiencing a time period of increased volcanic activity. (2) The eruption of Mount St. Helens in 1980 is evidence of this activity. (3) It was a major eruption because the amount of volcanic matter was so great. (4) Experts estimated that two cubic kilometers of earth was thrown into the atmosphere. (5) They can make a guess like this based on evidence. (6) The smoke and volcanic matter were forced straight up 60,000 feet into a high part of the atmosphere, the stratosphere. (7) This is where the great winds that circle the Earth are found. (8) Eruptions of this size might take place only once every decade.

2. Eruptions of this type are influencing the Earth's climate. Because of the particles that are added to the Earth's stratosphere, the air itself becomes cloudy. This means that the transparency of the atmosphere decreases because less light can pass through. This decrease in light is connected to a drop in the surface temperature of the Earth. It reduces approximately 1/2° F, about a quarter of a degree Celsius. This drop in temperature affects the weather patterns for years.

3. Volcanic eruptions seem to come in cycles. For example, in North America there was a series of eruptions in the early 1900's. There were few volcanic eruptions in the time period between 1925 and 1945. Then from 1945 to 1970 the number of annual eruptions doubled from about approximately 16 to 18 a year to 37 to 40 a year. Beginning in the late 1970's, the volcanic activity again increased.

4. Scientists do not know what causes volcanic activity to increase. They believe that volcanoes occur where there is a weakness or thin spot in the Earth's crust. This weak spot, a part of a fault, allows the hot liquid rock, molten rock, deep under the surface to come through, to break the surface. These weak spots occur where the enormous plates of crust rock under the continents meet. There is a meeting of plates all around the Pacific Ocean. This is what creates the "ring of fire," the circle of volcanoes around the Pacific.

5. There is probably a relationship between the volcanoes and earthquakes. Usually a volcanic eruption follows an earthquake some distance away. For instance, after the 1906 San Francisco earthquake, Mount Lassen in Northern California erupted in 1914. In Chile a major earthquake in 1960 was followed by a major volcanic eruption. The goal of the scientists is to be able to predict earthquakes, volcanoes, and the weather by studying these physical conditions.

(from Zukowski-Faust, J.Johnston, S.S. Atkinson, C.S. : *Between the Lines.* Copyright ©1983 by Holt, Rinehart and Winston, Inc., reprinted by permission of the publisher)

Glossary

vol'cano: a hill or mountain with openings through which gases, lava, ashes, etc. come up from below the earth's crust and bury everything around in a thick layer of this hot, molten substance

e'ruption: outbreak; bursting forth

'molten: melted

fault : (here) place where there is a break in the continuity of layers of rock

Notice that in sentence 6 of paragraph 1 the meaning of 'stratosphere' is indicated in the line itself. Let us see how this is done by means of an analysis of the sentence.

'The smoke and volcanic matter were forced straight up 60,000 feet
noun phrase verb adverbial of location.

into a high part of the atmosphere, the stratosphere'
adverbial of location noun phrase

The sentence is seen to contain a noun phrase + verb + two adverbials of location. The second adverbial contains a noun phrase, which is then separated from another noun phrase with a comma. The second noun phrase, coming as it does after the first noun phrase, repeats the information of the first. Thus the meaning of 'the stratosphere' is the same as 'a high part of the atmosphere'.

Exercise 2
Now pick out the topic sentence in each paragraph of this passage and write it down here.

Paragraph 1: .....

Paragraph 2: .....

Paragraph 3: .....

Paragraph 4: .....

Paragraph 5: .....

Check your answers with those given at the end of the unit. Do you notice a pattern in the placement of the topic sentences? State the pattern you perceive.

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It seems as if the topic sentence in this passage occurs in the first line of every paragraph. This is a common pattern in descriptive passages of a factual kind. However, it must be borne in mind that you cannot always expect topic sentences to occur at the beginning of paragraphs.

If we link together these topic sentences, we can achieve a fairly accurate summary of the passage.

Short Summary

(1) 'The Northern Hemisphere is experiencing a time period of increased volcanic activity. (2) Eruptions of this type are influencing the Earth's climate. (3)Volcanic eruptions seem to come in cycles. (4) Scientists do not know what causes valcanic activity to increase. (5) There is probably a relationship between the volcanoes and earthquakes.'

Supposing we were content with the bare bones of the information given here and did not wish to pack in any more information from the passage for our summary, can we leave the above paragraph as it is? What changes in language do you find necessary to introduce, such as the linking of sentences and the removal of repetition? State the changes you would make.

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The changes we would suggest are the following: The first and second sentences can remain unchanged. In the third sentence, however, we have the words 'volcanic eruptions', which have just occurred in the sentences above it, as 'volcanic' in the first sentence, and 'eruptions' in the second, and it is better to avoid repetition. So in the third sentence, 'volcanic eruptions' can be replaced by 'They'. The first two sentences have been very brief. If the third also is equally brief, the effect is very 'cut and dried', the writing doesn't flow. In order to introduce a little change, the third and the fourth sentences can be joined by 'and'. It is possible to change 'volcanic activity' in the fourth sentence to 'this', but perhaps if we did this, the sentence might not remain so clear. So we can't remove *all* repetition. The first four sentences do not need any connecting words because each is an expansion of the same idea. But the fifth sentence stands out alone and requires a linking word. The kind of word we add will depend on the natureo of the connection between the last two sentences. Scientists are mentioned in sentence 4 and the relationship referred to between volcanoes and earthquakes does not appear to be the author's discovery. It is scientists who have drawn such a relationship. Moreover, a contrast exists between the two sentences. Scientists do not know what causes volcanic activity but they do feel that there is a relationship between the volcanoes and earthquakes. This contrast has also to be expressed. In order to bring out all this, we can therefore add 'It is felt, however, that' to the beginning of sentence 5.

Write out the improved version of this summary here.

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You can check your answer with that given at the end.

Suppose we wanted a more detailed summary. What points would you add from the original passage? Re-read it and write down the points here. Begin with paragraph 1.

Paragraph 1:

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If you wanted to extend the summary a little, you would probably want to add the example of Mt. St. Helens and provide the bare minimum of the information about it. You could probably say:

> 'The Northern Hemisphere is experiencing a time period of increased volcanic activity. One of the examples of this was a major eruption at Mt. St. Helens in 1980. The smoke and volcanic matter were forced straight up 60,000 feet into the stratosphere. Eruptions of this size might take place only once every decade.'

It is necessary to bring in this example, for it is the example which is of interest. Having introduced the example, you then have to bring in something about what happened, but not too much. So, only one detail is introduced, namely 'The smoke and volcanic matter were forced straight up 60,000 feet into the stratosphere.' Notice that 'the high part of the atmosphere' is removed because it means the same thing as 'stratosphere' and the latter is shorter.

Now find the other important points from paragraph 2 which you feel should be added to the summary.

Paragraph 2:

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This paragraph deals with the fact that the earth's climate is affected by volcanoes and in what way it is affected. If we want to introduce some of the details, they must be mentioned very briefly. The language must also be suitably condensed. We can state the following:

> 'Volcanic eruptions influence the Earth's climate. It is affected by the particles that are added to the earth's stratosphere. This makes the air cloudy so that less light passes through, leading to a drop in the surface temperature of the Earth.'

Only the main line of argument regarding the drop in the temperature of the earth is brought in. Other details, which seem a little less important, are left out. Notice how parts of different sentences are combined in the last sentence of the summary of paragraph 2 given above. Separate sentences from the original text are joined together (i) with 'so that' indicating that the cloudiness of the air allows less light to pass through, and (ii) with 'leading to' indicating again, a further result, namely the drop in the temperature that is caused.

Next, find the important points in paragraph 3. State them here.

Paragraph 3:

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In this paragraph there are a number of examples and we have to find a way of putting them under a generalised statement. The first line can be retained as it is, with another part which generalises and condenses the rest of the paragraph added on. This would then read thus:

> 'Volcanic eruptions seem to come in cycles, occurring with greater regularity at certain intervals of time.'

Now find the important points in paragraph 4 which you might wish to add to your summary. State them here.

Paragraph 4

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A number of details are given in this paragraph and we have to decide which ones are important. Perhaps we can summarise the paragraph thus:

> 'Scientists do not know what causes volcanic activity to increase. They believe that volcanoes occur where there is a weakness or thin spot in the Earth's crust which allows the hot liquid rock deep under the surface to come out.'

The first sentence is kept as it is and also the second. Parts of the third sentence are added on to the second, making it a complex sentence. It is also possible to put a full stop after 'Earth's crust' thus ending the second sentence and beginning the next sentence with 'This allows the hot liquid rock..... to come out.'

Now find the important points in paragraph 5 to add to your summary. State them here.

Paragraph 5:

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This paragraph contains two examples, of which one might be selected. The last line states a generalised goal which is not so relevant to the way the passage has developed, so it can be omitted. The summary could then read:

> 'There is probably a relationship between the volcanoes and earthquakes. Usually a volcanic eruption follows an earthquake some distance away. For example, in Chile, a major earthquake in 1960 was followed by a major volcanic eruption.'

Notice that now, as we are expanding the summary, we have not bothered about the connecting words we had used in the short summary. We will consider what is required after we have put these paragraphs together.

Now let us write the summary as it stands. Read it through carefully to see if all the parts connect with each other. What improvements can you suggest?

Summary

(1) 'The Northern Hemisphere is experiencing a time period of increased volcanic activity. (2) One of the examples of this was a major eruption at Mt. St. Helens in 1980. (3) The smoke and volcanic matter were forced straight up 60,000 feet into the stratosphere. (4) Eruptions of this size might take place only once every decade. (5) Volcanic eruptions influence the Earth's climate. (6) It is affected by the particles that are added to the earth's stratosphere. (7) This makes the air cloudy so that less light passes through, leading to a drop in the surface temperature of the earth. (8) Volcanic eruptions seem to come in cycles, occurring with greater regularity at certain intervals of time. (9) Scientists do not know what causes volcanic activity to increase. (10) They believe that volcanoes occur where there is a weakness or thin spot in the Earth's crust which allows the hot liquid rock deep under the surface to come out. (11) There is probably a relationship between the volcanoes and earthquakes. (12) Usually a volcanic eruption follows an earthquake some distance away; for example, in Chile, a major earthquake in 1960 was followed by a major volcanic eruption.'

Consider the summary as it stands, carefully.

1 Do you think that it should be written as one paragraph or two or more ?
2 Do all the ideas as stated here follow properly in sequence or should they be reordered ?
3 Do any connecting words need to be added ?
4 Are there any instances of a noun previously mentioned which needs to be written as a pronoun?

State your views here.

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We are now going to write a revised summary, making some of the changes referred to above. Read this carefully.

Revised Summary

1 'The Northern Hemisphere is experiencing a time period of increased volcanic activity. One of the examples of this was a major eruption at Mt. St. Helens in 1980 when the smoke and volcanic matter were forced straight up 60,000 feet into the stratosphere. Eruptions of this size, however, might take place only once every decade.

2 Volcanic eruptions seem to come in cycles, occurring with greater regularity at certain intervals of time. Scientists as yet do not know what causes volcanic activity to increase. However, they believe that volcanoes occur where there is

a weakness or thin spot in the Earth's crust which allows the hot liquid rock deep under the surface to come out.

3 (1) Now state the changes that have it is found that volcanic eruptions influence the Earth's climate, which is affected by the particles that added to the earth's stratosphere. (2) This makes the air cloudy so that less light passes through, leading to a drop in the surface temperature of the earth. (3) There is probably also a relationship between volcanoes and earthquakes. (4) Usually, a volcanic eruption follows an eqrthquake some distance away. (5) For example, in Chile, a major earthquake in 1960 was followed by a major valcanic eruption.'

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Check your answer with that given by us.

Every summary has a purpose. We have been attempting general summaries where passages have been condensed according to the purpose of the passage itself. But they can be summarised from the reader's point of view as well. In that case, details not so important to the passage might be selected because you happen to be particularly interested in them. We will deal with this kind of summary later. For the time being, we are left with a choice between the Short Summary and the Revised Summary. Here it is mainly a question of how much detail is required.

12.2 LET US SUM UP

In this unit we have shown you how we can write summaries of the passages we read by

- looking for the important ideas in each passage and the relationship between them; and
- adopting a proper arrangement for the main points in the summary and linking the various sentences in it with the use of connectives.

12.3 KEY WORDS

[1]colon: a mark (:) used in writing to introduce an example, etc.

[1]earthworm: a common kind of long thin worm which lives in the soil

[1]sequence: the order in which things follow one another.

12.4 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

Main Ideas in 'Earthworms Back in the Garden'

Paragraph 1 : Earthworms are the answer for every garden problem: they can increase crop production, turn and freshen soil and produce faster growth.

Paragraph 2 : Earthworms, it is claimed, are 70 per cent protein, so they can be eaten. They can replace topsoil which is disappearing every year through erosion.

Paragraph 3 : Within one year, 1000 earthworms and their descendants can change approximately 1 ton of organic matter into one of the highest-yield growing materials known. They produce the same amount of topsoil in one day that nature could produce in 700 years through decomposition and erosive forces.

Paragraph 4 : Worms make the soil porous, absorbent and of even consistency.

Paragraph 5 : Worms need only moisture, darkness and food from the soil. A Worm Growers' Association is active in many states.

Final Summary of 'Earthworms Back in the Garden'

Earthworms are the answer for every garden problem: they can increase crop production, turn and freshen soil and produce faster growth. Earthworms, it is claimed, are 70 per cent protein, so they can be eaten. They can replace topsoil which is disappearing every year through erosion. Within one year, 1000 earthworms and their descendants can change approximately 1 ton of organic matter into one of the highest-yield growing materials known. They produce the same amount of topsoil in one day that nature could produce in 700 years through decomposition and erosive forces. Worms make the soil porous, absorbent and of even consistency. Worms offer all these benefits, yet they make few demands: they need only moisture, darkness and food from the soil.

Exercise 2

1 Paragraph 1: The Northern Hemisphere is experiencing a time period of increased volcanic activity.

Paragraph 2: Eruptions of this type are influencing the Earth's climate.

Paragraph 3: Volcanic eruptions seem to come in cycles.

Paragraph 4: Scientists do not know what causes volcanic activity to increase.

Paragraph 5: There is probably a relationship between the volcanoes and earthquakes.

2 Improved Version of Short Summary:

The Northern Hemisphere is experiencing a time period of increased volcanic activity. Eruptions of this type are influencing the Earth's climate. They seem to come in cycles and scientists do not know what causes volcanic activity to increase. It is felt, however, that there is probably a relationship between the volcanoes and earthquakes.

3 Reasons for the changes introduced in the Revised Summary (Sentence numbers relate to the Summary, not the Revised Summary, except when specially indicated.

a) The summary consists of one paragraph whereas in the Revised Summary there are three paragraphs. The paragraphing is introduced in order to separate the three major strands in ideas clearly.

b) There has been some reordering of sentences in order that sentences relating to a particular idea are placed together. Sentences 8, 9 and 10 are moved up to form paragraph 2. Sentences 5, 6 and 7 are joined with sentences 11 and 12 to form paragraph 3. This reordering has been done so that paragraph 1 deals only with increased volcanic activity occurring at certain time periods. Paragraph 2 can pick up on that point and bring in the fact that volcanic eruptions take place in cycles. Paragraph 3 can then deal with the relationship between these eruptions and the Earth's climate. There are two such relationships mentioned in the passage which are reordered and put together, namely, i) the effect on the temperature and ii) the connection with earthquakes.

c) Sentences 2 and 3 are joined by the word 'when'. This is done because sentence 3 provides further information about sentence 2 and the two can be clearly connected. The two sentences, if kept separate, sound very brief.

d) The word 'however' is added in sentence 4 in order to show that though this kind of eruption has occurred, it is not an everyday occurrence. It indicates a contrast. (Paragraph 1 of Revised Summary).

e) Sentences 5 and 6 are connected with 'which' in order to avoid two very short sentences coming one after the other. (Paragraph 3, sentence 1 of Revised Summary).

f) Sentence 9 has been given an 'as yet' in order to contrast this sentence clearly with sentence 10 (Paragraph 2 of Revised Summary).

g) The word 'however' is added to sentence 10 in order to indicate a contrast between the fact that scientists do not know the cause of volcanoes, yet they nevertheless have a theory that valcanoes occur at spots of weakness in the Earth's crust. The 'however' highlights the contrast.

h) In sentence 11, an 'also' is added in order to indicate that it is linked with sentence 7 which comes before it in the Revised Summary. The 'also' draws attention to the fact that this is the second point in the relationship between volcanoes and the Earth's climate (Paragraph 3, Sentence 3 of Revised Summary).

UNIT 14 NARRATIVE COMPOSITION-1

Structure

14.0 Objectives
14.1 Introduction
14.2 Writing a Narrative Composition
14.2.1 Where to Look for Ideas
14.2.2 How to Select Your Topic
14.2.3 Treatment of the Topic
14.2.4 Finding the Material
A Sample Passage
14.3 A Factual Report
14.4 Let Us Sum Up
14.5 Key Words
14.6 Suggested Reading

14.0 OBJECTIVES

The aim of this unit is to help you write narrative compositions. After completing the unit you will know where to look for ideas and how to

- select your topic,
- treat it properly, and
- find the material for it.

14.1 INTRODUCTION

When you listen to a great artist singing, or when you watch a game of tennis or cricket, you sometimes wish that you could also sing or play. But as you know, the singer and the dancer practise their skills day after day, and so do the players. It is only through practice that any skill is acquired. Writing is no exception. If you want to write well, you need practice. To be able to write well is essential for every educated person. The primary aim of these units on narrative composition is to give you practice in expressing your own ideas, emotions and reactions clearly and effectively.

You may have had little experience in formal writing, although you have been speaking since the age of two years and writing from the age of six years. Few students taking up undergraduate studies have in the past made any serious effort to write, even if they have started to compose in their minds. An occasional composition or letter does not really give much practice, especially as it is often done without a clear idea of how to write clearly or effectively. In this unit you will learn how to write a good narrative composition.

At this stage you may feel unprepared to write narratives and a little worried because you have to remember many facts about vocabulary, spelling, and grammar, but the only way to learn writing is by writing, as the only way to swim is by getting into water and swimming. Writing requires two types of skills : literacy skills and expressive skills. You need the basic ability to use words and structures in an acceptable fashion, and also the ability to narrate, to arrange events in the right order, and to use the language as a means of expressing thought and feeling.

Writing is difficult for everyone regardless of his education and experience. Look upon writing as a worthwhile skill which you can master with practice.

14.2 WRITING A NARRATIVE COMPOSITION

All writing is discovering and saying what we think about people, places and events. Events are happening all around us and people participate in these events, but why we choose to write about some of them is because of what we think about them. Before we put our pen to paper to communicate our thoughts to our readers we must think clearly. The first step in becoming a writer is to speak for yourself.

14.2.1 Where to Look for Ideas

You can only write about what you have experienced, observed, imagined, and thought about. Although we discuss the experiences and thoughts of others, they do not become our own. Borrowed ideas like borrowed clothes do not fit, and writing is not so much a matter of ideas or phrases as of how we present them. The most interesting story or narration is the one you have experienced and thought about in your own individual fashion. A narrative in order to be interesting must be original. The sources for your narratives are :

Your memories : What places or persons do you recall clearly? What days do you remember vividly? What was the happiest day you recall? What was the most painful time you remember? Do you remember any day when your family, your neighbourhood, or your town was disturbed?

Your friends and favourite places : Who is the most peaceful person you know? Who is the most amusing person you know? Which is the place you would like to go back to?

Events and participants : What events in your life did you find most moving? What was the greatest satisfaction or disappointment that you experienced? What people in your life did you consider powerful, good, or beautiful? Do you still admire them? What events would you like to wipe out from your memory? What events would you like to remember and relive?

Imagination and wishes : If you had your choice, which country would you like to live in? What persons would you like to meet? What country would you choose as your own?

14.2.2 How to Select Your Topic

You can narrate only what has been part of your personal experience, observation and thought. If your narration is about something you actually know, something you have given thought to, or seen or heard, you have more chances of making your narration effective and interesting. Think of the story-tellers you like to read, and note how each of them writes about the region, the people, and the activities he knows well.

Select the events or persons you can treat adequately in the narrative. If you choose an idea for an epic, or a trilogy of novels, you cannot write a short story about it. The narrative must have a single theme and the limits should be carefully set, so that it can be developed within the scope laid down for it.

14.2.3 Treatment of the Topic

When you have selected a theme, or a theme has been assigned to you, the next step is to plan **how to treat it.** Once you have decided about the treatment, you can collect material to support it.

No writing can be done without a plan of development. This plan will help you to select materials and control your writing. Each narration is a communication aimed at a group of readers and the communication must be based on ideas, facts, and emotions. The writing must be developed with a central aim in mind; it is not just setting down a required number of words in sentences. If the writing has no central plan, you will not enjoy such purposeless activity, nor will your readers get any pleasure from reading it. You can devise your plan by asking the following four basic questions :

i) What is special or typical about my narrative?
ii) Why am I telling the story?
iii) What kind of readers am I writing for?
iv) How will my reader best understand my plan and purpose?

You may find you have three more questions.

v) How long does my narrative have to be?
vi) Do I know enough about what I am narrating?
vii Where can I get more information about it?

It is important to do your planning before sitting down to write rather than write a couple of sentences in the first enthusiasm and then get stuck for ideas. Try to follow the five steps suggested below :

1 **Determine the main purpose of your narration.**

What is the central theme which underlies your narration and controls it? Try and formulate your theme sentence. Your theme sentence will control what material you will choose to support it and the effect it will have on your readers.

2 **List the details which will develop the main theme.**

e.g., How I found a part-time job

i) Qualifications
ii) Search for job opportunity
iii) Writing applications
iv Getting ready for an interview
v) Taking the tests
vi) Getting testimonials
vii) The appointment letter

When you have made such a list, you may decide that you will concentrate on your experience of being interviewed and write about how worried and nervous you were and keep the theme to manageable proportions. Also, this may interest your readers much more.

3 **Select an appropriate method of development.**

For the theme suggested above an informal and personal narrative is probably the best. But this method will not always be right. Some subjects like this can be treated humorously. What a tough interview I had! What a fool I made of myself ! The method you select will be detemined by the topic and the readers. A great deal will depend on your purpose. Are you interested in giving information, in telling an amusing anecdote, in persuading people that to learn and earn is both feasible and exciting, in making fun of people who ask questions at interviews which they themselves cannot answer? But whichever purpose you select, you must see that the treatment is appropriate and consistent. In a narrative there is usually very little argument. The emphasis is on the events and the thesis, or what the writer has in mind. By choosing one kind of treatment you will ensure that your narrative has a single tone or mood. You will have to decide which mood or tone suits you and the topic best, so that if you are uncomfortable with humour there is no point in choosing to treat the topic humorously even if this is possible.

4 In choosing supporting material keep the reader in mind. Is the reader well-read on the general area of your topic? Is your narration likely to give the reader fresh information? What and how much background information will you have to include in your narration? What terms used by you may need defining? How much of the technical information is relevant and how much can be safely left out? Too much would probably make your narrative heavy and dull. How will the theme become clearer to your readers? What illustrations and examples need to be used?

5 Students spend long hours in the library collecting facts and supportive materials to develop their themes. Quite often they are tempted not to acknowledge the sources of their materials and try to pass off what they have borrowed from other sources as their own. This can be very unacademic. It is best to acknowledge the sources of your information in footnotes or in brackets, but also to rely on your own experience and learn to narrate the events in factual terms.

14.2.4 Finding the Material

You have now selected a topic and limited the size of the narrative. You have also decided on what you will do with the topic, that is, how you will develop it. These are the planning steps you take before starting to write. Most often students worry about

whether they have enough ideas to develop the topic into a full length narrative.

It is not yet time to put your pen to paper but you are clear on

i) what you are writing about,

ii) why you are writing — your purpose, and

iii) how you are going to get to the goal.

You have also taken out ideas which will not be to the point.

Now where will you find the material that you need? You will find two major sources of information depending on whether the narrative will emphasize the personal and subjective angle or the impersonal and objective one. This is part of how you plan to achieve your purpose. Most students feel too modest and reject the subjective treatment. This is not wise, since the personal touch gives the human touch. It gives even the often repeated topic a fresh and human interest which draws the reader's attention. A large number of facts can never equal the individual observations, thoughts, and imagination which captivate the reader's attention. Such writing usually has a wealth of concrete details and observations. If you have read *Kim* by Rudyard Kipling, you will remember that he uses his memories of India, and that, young as he was, he observed a great deal. Observation means looking at things attentively, and with this attention we can discover what makes things and persons different from others, their characteristic identity. The postman who comes to your door is an individual although he wears the same uniform as other postman, but because he wears a uniform we forget that he is an individual.

Good observation is necessary for writing good narratives. There is a story by G.K. Chesterton about the postman who is 'invisible', that is, unnoticed, because he wears a uniform and almost gets away with a crime. So remember that good detectives, i.e. those who observe well, also tell an interesting story and readers are spellbound.

A Sample Passage

Here is an attempt by a student to describe her aunt, which shows how interesting you can be when you use your observation.

> My aunt is fat, short and dark, almost ugly, but has large eyes and lovely teeth, so that you do not always think her that ugly. She is aware, so that she laughs a lot and talks vivaciously, but actually she looks very appealing when she is quiet with that queer lonely look on her face. What goes on inside her then? Is a person such as her ever happy? Does someone ever sit beside her looking into her eyes that she outlines with a dark pencil and hold her hand? She writes poetry in Hindi and reads it to us and anyone who would listen. Then her sharp eyes do not dart about so much and her voice is not quite so anxious.
>
> We nieces often wonder why she talks so much about women's rights. Was it because she found herself too clever? She is very intelligent. She is familiar with every new movement in literature, theatre and films, and she reads all the new books before anyone else does. She talks about these to all the people who come to see her, and we watch them listen to her with that strained polite look in their eyes. Sometimes she finds she has not been able to amuse her listeners and then the glow on her face dies as she realises they are not worthy of her.
>
> She is a fine cook and will call her friends to lunches followed by movies or the theatre. Her old friends admire her for all that she does so well. She is so charming with them. Her face lights up when they praise her; her conversation is pert and clever. She swings her hair that she dyes an unnaturally black colour in a flirtatious way. But somehow I get the feeling that behind all this facade of the gay person there is a sad lovely person watching from behind those large black eyes hooded now with age.
>
> She is successful in her writing and is often on the radio, and she never forgets to tell you to listen to her. She is a popular writer if not a great one. This prosperity has gone to her middle, she has grown plump. It may be the sweets that the doctors have forbidden her to eat and she can always be persuaded to eat. It could be the happiness of being successful has made her relax. She is happy perhaps, though one often gets the feeling that she has missed something in her youth which nothing can replace. The bitterness that she has hidden

under layers of sweets and fat sometimes shows in a sudden burst of temper always against other women. I think, though, it is the men she is angry with, the men who ignored her in her college days. Is that why she never married?

You can see that this has two basic qualities — a lot of patient observation and a touch of imagination. Imagination is a faculty all of us have; it is the ability to form mental pictures. All good writers show that they have exercised this faculty of forming clear pictures of people, of situations, and their surroundings. You can see that our student probably started out by wondering "What is my aunt really like .....?" "I wonder why she looks so sad....." "Was she like me when she was a young girl..... .....?" When you are day-dreaming, you are exercising this faculty too. Now instead of just forming pictures in your head, try and write down about them. Here are some first sentences which you can develop into short paragraphs, using your imagination.

a) Every day I pass the man making 'jalebis' standing behind a big iron frying pan .....

b) Our hostel warden looks so stern that new students do not dare speak to him .....

c) I looked at the rickshaw-driver only when I paid him, and I noticed he did not look like a rickshaw-driver .....

So far you have been combining observation and imagination to make up descriptions and narratives where the stress is on the subjective treatment. This kind of narrative writing is both fact and fiction, i.e., it is found in biographical writing as well as in fiction. However, there is more to narrative writing than biographical sketches. You may be reporting an event that has taken place. This is what we read every morning in the newspaper.

14.3 A FACTUAL REPORT

In narratives that deal with factual accounts you will still use your power of observation but the stress now will be on the events and less on the participants, and therefore you will try to be a little more objective. However, it is very difficult not to see any event from one's own point of view and to eliminate your personality altogether. In fact, newspapers, you may have noticed, always report events with their own slant. If you compare the same news story in two newspapers, you will see the difference. However, this gives your observation full scope while restraining your imagination. This also means being on the spot where the event occurred, finding out for yourself and talking to the people involved. The technique of the interview is often used to find facts.

Example 1

Let us examine a narrative which reports an event. *The Times of India* cricket correspondent writes from Lahore on November 3, 1987.

Imran for probe into assault on liaison official

By Our Cricket Correspondent

LAHORE November 3.

IMRAN KHAN has demanded an inquiry into an incident involving a coast guard colonel in the alleged beating up of a liaison official attached to the Pakistan team.

Even as the Pakistan skipper was busy with the strenuous practice session he took time off to tell the media men of the incident and dashed off a written statement condemning the behaviour of coast guard Colonel Sadat who instructed one of his guards to beat up the liaison man, Mr. Ghulam Mohammad.

According to Imran, he had instructed Mr. Ghulam Mohammad not to allow anyone into the dressing room during the match against the West Indies at Karachi last Friday. Accordingly, Mr. Mohammad told the Colonel that the Pakistani skipper did not want any visitor in the dressing room and so he should leave.

The Colonel threw a tantrum and said he had the permission of the president of the Board of Control for Pakistan to go wherever he liked. On checking with the BCCP president it was found no such permission was granted. "Such permission could be got only from the manager of the team or the captain," Imran said.

The Colonel, according to Imran, threatened the liaison officer that he would be dealt with after the match. Soon after the team left, our Ghulam Mohammad got busy packing the player's equipment when guards pulled him out and assaulted him.

Imran said he would take it up with President Zia-ul-Haq when he comes to the Gaddafi Stadium to witness the semi-final match tomorrow. He said the entire Pakistan team was upset over the incident and condemned the behaviour of the Colonel.

It is clear that the writer was not an eyewitness in this case. The beginning of the second paragraph tells you that he conducted an interview. He interviewed the captain of the cricket team. The beginning of the third paragraph, the end of the fourth paragraph, and the beginning of the fifth and the sixth paragraphs all make it clear that this narrative depends for its facts on what the captain of the cricket team said. The critical statement at the end of the narrative is quoted from the interview. At no point does the reporter make his own comment.

Exercise 1

You could write a similar objective report of facts about any **one** of the following events :

i) A theft in your neighbourhood.

ii) An argument between a bus conductor and a passenger.

iii)A special exhibition.

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You will have presented a single point of view but suppose the correspondent of the news service had interviewed both the captain of the cricket team and the Colonel. He could have presented two opposing points of view. It is possible in the context of recent events and media-reporting to do some fact-finding. However as events recede in time this exercise becomes more difficult. This brings us to historical narratives. This kind of narrative needs some reference work. We need to read up old reports in media, in biographical writings, and in books. We may then report our findings which will naturally contain our interpretation. Look at the following passage from an article on the recent election in South Korea titled 'Democratic Hurdles in South Korea'

Example 2

In this passage, which spans the time from 1960 to 27 October 1987, a great deal of preparatory reading is involved.

Democratic Hurdles In South Korea

By HARVEY STOCKWIN

HONG KONG : As South Korea's voters overwhelmingly endorsed the constitutional change to a more democratic set-up on October 27, they once again set the political stage for a more open and liberal policy. Twice before, in 1960-61, and in 1979-80, South Korea has been on the brink of achieving the goal, only to relapse back into authoritarian rule, amidst weak government, divisive factionalism, and general unrest. Amidst clear signs that history may repeat itself, as would-be "democratic" politicians show that they have learnt little from past failures,it is far too soon to assert that, this time around, it is going to be a case of third time lucky.

Some could argue that South Korea has been lucky to get this far. By the end of June protracted and widening demonstrations, essentially against the perpetuation of President Chun Doo Hwan's authoritarian rule, had created a situation in which there were only two choices: the reimposition of martial law, or sweeping concessions to the demonstrator's demands. Luckily the man Chun had chosen to succeed him, Mr. Roh Tae Woo, clearly perceived that the former option would be far more hazardous than the latter. Mr. Roh accepted the opposition's insistence upon a directly elected executive presidency. He also accepted the need for more freedom and openness. A few days later Mr. Chun, in turn, accepted the concessions Mr. Roh had advocated.

Economic Freedom

With this hurdle surmounted, it was quickly discovered that the desire for greater economic freedom was as pent-up as the desire for political freedom. Late July and early August a massive wave of strikes threatened to destabilise things before democracy was properly instituted. Again, Mr. Roh rose to the occasion, as he urged that the workers' demands be heard and met. By and large they were. Businessmen found that they could hike wages without destroying profits. The wave subsided, leaving behind a clear warning that economic reform would have to accompany political change.

Meanwhile a third hurdle was somewhat belatedly surmounted. It took them longer than expected, but finally both the government and the opposition, in a display of give-and-take that has been all too rare in South Korea's turbulent political history, reached a parlimentary consensus on the constitutional changes which were approved by the referendum in late October. It was the first time that any Korean could remember a constitution being agreed, rather than imposed by one party or another. But no provision was made for the institution of a vice-presidency, nor for a run-off election, in the French style, so as to ensure that whoever became persident did receive a majority of votes cast.

Democratic prospects would look much stronger right now, if a single opposition candidate was contesting the presidency against Mr. Roh Tae Woo. That was what moderate democratic opinion expected. It was promised by the politicians. But it has not come about. Personal ambition has taken precedence over prudent calculation. More political hurdles loom as a consequence.

(From *The Times of India*, 3 November, 1987)

Exercise 2

Write a short plan for a narrative composition on any one of the following :

i) The history of an educational institution, giving its ups and downs e.g., your school or college.

ii) The Reliance Cup Series — how it started.

iii)The rights of divorced women — a recent case.

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14.4 LET US SUM UP

In this unit we have discussed the various steps in the writing of a narrative composition — looking for ideas, selection of the topic, treatment of the topic, and finding the material.

14.5 KEY WORDS

ˌcompo'sition : a piece of writing

ˌcorre'spondent : one who contributes matter for publication in a newspaper

e'vent : a thing that happens

ex'perience : actual observation of facts or events

i'dea : a thing conceived by the mind

iˌmagi'nation : the power of the mind to form images of external objects not present to the senses

'interview : a meeting of persons face to face

'narrative (adjective) : in the form of a story

ˌobser'vation : watching and noting facts

'plan : an organized method of doing something

thought : an idea produced by thinking

'topic : a theme for discussion

14.6 SUGGESTED READING

1 Reports published in newspapers.

2 Short stories published in magazines.

UNIT 15 NARRATIVE COMPOSITION -2

Structure

15.0 Objectives
15.1 Samples of Writing
15.2 Style
- 15.2.1 Simplicity
- 15.2.2 Direct Conversational Style
- 15.2.3 Individuality
- 15.2.4 Concreteness

15.3 Let Us Sum Up
15.4 Key Words

15.0 OBJECTIVES

In this unit we shall continue our discussion on 'narrative composition' and present samples of writing to serve as models. We shall also discuss certain features of style. After completing the unit you will be able to write narrative composition better.

15.1 SAMPLES OF WRITING

Here are three samples of writing in the form of dialogues.

Example 1

This is a record of discussions at an Interview Committee, where members of a Board of Trustees are discussing the candidates for the post of the Principal of a school in a small town. The committee consists of two trustees and a specialist from the Board of Education. They have already interviewed a number of candidates and are now waiting for the last candidate to come in.

Chairman : If you don't mind, ladies and gentlemen, we shall compare notes before we interview the last candidate. I must say we have not had the response I expected. Perhaps we should have advertised more widely. Speaking for myself, I have not been impressed by anyone we have seen so far. At the same time, we must immediately find someone suitable as the admissions have to begin in May. The last candidate has good paper qualifications, but I doubt whether, being a woman, she will be able to manage the school well.

Mrs. Garg : Mr. Chairman, we can't reject her just because she is a woman. We must remember our school is co-educational, and a woman has as much right to apply for the post as a man. If we do not consider her purely on the ground of her sex, it will be very unfair.

Dr Sharma : At present women are very conscious of their right to equality of opportunity for jobs, and if the story of discriminaton on grounds of sex gets into the newspapers, the trust will have a tough job defending itself.

Chairman : I wish, Dr. Sharma, you would not bring newspapers and politics into every matter. My chief worry is that if we put a woman in charge of the school, she will have a tough time dealing with some of the teachers we have on the staff, let alone the children from the slums.

Dr. Sharma : Let's not get involved in political discussions.

Mrs. Garg : Yes, we'd better be quick. It's already late. I wish, Mr Chairman, we had a wider selection. The fact is Mrs. Fazalbhoy is very well qualified on paper. Shall we call her in and interview her first?

Chairman : You're quite right, Mrs. Garg. Let's get on with the interview. Please call her.

Exercise 1

Now give an account of the interview, keeping the following facts in mind :

1 Mrs. Fazalbhoy is a mature and experienced teacher.

2 The Chairman is worried about a woman being able to manage a difficult set of teachers.

3 Dr. Sharma is interested in getting the pupils from slums to attend school regularly.

4 Fines don't ensure regular attendance so well as parents wanting to get their children educated.

5 Mrs. Fazalbhoy has worked in a similar school before and is therefore used to such problems.

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Example 2

The following dialogue narrates a particular incident, first from the point of view of a man and later from the point of view of his wife, giving rise to a great deal of humour.

It is the wedding anniversary of Mr. & Mrs. David, and they have invited the Joneses.

Mr. Roy Jones and Mr. John David have just finished dinner and are smoking together. Mrs. David and Mrs. Jones are inside.

Jones : What a splendid meal ! I have not eaten so much for a long time.

David : Well, I can't complain of Maggie's cooking. Last month we went out to celebrate her birthday, but to be honest that meal was not a patch on this.

Jones : How long have you been married?

David : It's 30 years today. You know I could never remember the dates, birthdays and anniversaries, but now Maggie makes sure that I never forget. Sometimes I am amused to think I might have married someone who was the opposite of Maggie.

Jones : I can't believe that.

David : Let me tell you quickly before our wives return. You know, Roy, I'd always had a weakness for the fairer sex. When I met Maggie, I was already quite friendly with another girl. She was very different from Maggie — busy with her acting career, and couldn't boil an egg to save her life. I liked her a lot. I used to see Maggie on days when this other girl Lily was busy with her rehearsals. Now in those days I was more forgetful than I am now and one day I had asked Maggie to come to the pictures with me. The film was 'My Fair Lady', and at the last minute Lily rang me up asking me to take her to 'My Fair Lady'. I said 'Yes', forgetting about Maggie.

Jones : That must have been very awkward. What did you do?

David : I remembered having asked Maggie when I got near the theatre, and saw the two of them standing next to each other. I rushed into the restaurant across the road trying to decide what to do. Of course Lily walked off first, so I took Maggie to the picture.

Jones : And that decided you, I suppose.

David : Yes, I thought she must really like me to wait for me.

Mrs. Jones and Mrs. David now join their husbands. Mr. Jones tells Mrs. David (that is, Maggie) what her husband has told him about the incident thirty years ago that made him choose her as his wife. But Mrs. David has a different version to give them.

Exercise 2

Write in about 200 words what you think Mrs. David told them. You may like to consider the following suggestions :

1 In order to be dramatic the situation must turn out to be the opposite of what is presented in the dialogue so far.

2 Maggie and Lily knew each other and had decided that Maggie should wait for John.

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Example 3

A narrative needs a great deal of concrete detail to be effective and convincing. The writer tries to catch the reader's attention through an effective introduction.

Given below is an example of a masterly dialogue with which Jane Austen begins her novel *Pride and Prejudice :*

> It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.
>
> However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of someone or other of their daughters.
>
> "My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let as last?"
> Mr. Bennet replied that he had not.
> "But it is," returned she, "for Mrs. Long has just been here, and she told me all about it."
> Mr. Bennet made no answer.
> "Do you not want to know who has taken it?" cried his wife impatiently.
> "You want to tell me, and I have no objection to hearing it."
>
> This was invitation enough.
> "Why, my dear, you must know. Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it that he agreed with Mr. Morris immdiately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."
>
> "What is his name?"
> "Bingley."
> "Is he married or single?"
> "Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"
> "How so? How can it affect them?"
> "My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."
> "Is that his design in settling here?"
> "Design! Nonsense, how can you talk so ! But it is very likely that he may fall in love with one of them, and therefore you must visit him as soon as he comes."

This is fairly simple and the writer sets the tone with the brief introductory comment. It is easy for the reader to see that what will follow is a social comedy and the writer is an ironic commentator. Notice how essential facts are communicated to the reader. We learn that Mrs. Bennet keeps her eyes and ears open and loves gossip. We also find that her one interest in life is marrying off her daughters to men of large fortunes. Mr. Bennet does not have the same views and makes fun of his wife. We get the feeling that the writer is more sympathetic towards Mr. Bennet and would like us to side with him.

We find that Mr. Bingley, who will occupy Netherfield Park, is likely to be an important character in the novel and a number of events will probably take place in Netherfield Park. The neighbourhood has people like Mrs. Long, Mr. Morris, and the Bennets, who are all a little awed and impressed by Mr. Bingley's wealth.

In this way the dialogue gives us a point of view as well as the relevant facts which are to be communicated to the readers.

15.2 STYLE

In writing narrations one of the skills to be cultivated is style. It is difficult to define style, as so many different definitions have been current. The easiest definition is the one by Swift : "Proper words in proper places make the true definition of a style." The most popular definition is : "Style is the man himself." While Swift's definition is very useful and clear, the other definition by Buffon conveys the idea that in everything you write you communicate a little bit of your inner-most self. Most students also know Chesterfield's definition : "Style is the dress of thought." This definition is quite often misunderstood to mean that you have something like content and then you dress it up in a fancy style, and many students think that lack of content or weakness of content can be covered up with a decorative style. At this point they may like to remember Whitehead's definition : "Style is the morality of mind." This definition indicates the close connection between style and the integrity of a writer's mind. Style will thus bring to your readers your approach, your point of view and your way of looking at things. It can never be separated from your basic mode of thinking. When we say a writer has a poor style, we mean that his way of writing does not leave a definite impression on the reader's mind. We are commenting on the way in which he expresses his attitude and opinions. So style is the individual manner in which someone writes or expresses his thoughts. Style is what the writer adds to the basic communication in language which comes from the use of linguistic units. The writer exercises his choice in the matter of sounds, words, grammatical patterns and their arrangements to convey his meaning.

The question that arises is how you can improve your narrative style. You should re-examine all that you write from the point of view of style and ask the following questions :

1 Does it communicate the idea that you have in mind?
2 Is there anything that slows down the flow of narration?
3 Is there any fault which can be removed, like faulty syntax, faluty diction, non-standard usage, etc.?
4 What can you do to improve communication? You can consider the following stylistic features :

   a) simplicity, b) direct coversational style, c) individuality, d) concreteness.

   Given below are four short passages illustrating each of these qualities, and exercises to practise these qualities.

15.2.1 Simplicity

Example 4

The passage given below is remarkable for its simplicity.

The language is used to make statements, and the reader has to supply almost nothing from his imagination. Articles in newspapers are often written in this style.

> There is a product on the market that is sold in a jar. The jar is inside a box. The box is inside a bag. The bag is inside a carrier. This is known as packaging.

Consumers only want the product, so packaging creates a problem for them. As soon as they have unwrapped the product, the jar, the box, the bag and the carrier are no longer packaging. They have all become useless. They have become rubbish.

There are two kinds of rubbish. Both of them are nasty. The first is rubbish thrown into dustbins. The second is rubbish thrown anywhere else. This second kind of rubbish is called litter. But manufacturers defending non-returnable, throw-away bottles, for example, argue that litter is not their responsibility. The public are to blame. In other words, litter does not become litter until it is thrown away. Before that it is called packaging.

(From W.S. Fowler, *Proficiency English*, Newspaper article, Page 1)

Exercise 3
Write a paragraph in the same style about one of the following :

1 Water supply canals being polluted by slums nearby.
2 Picnics and public places.
3 Cleanliness : personal and public standards.

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15.2.2 Direct Conversational Style

Example 5
Given below is a passage which is notable for its direct conversational style. The writer speaks directly to the reader and tries to present his point of view, which is very uncommon.

"I think that I cannot preserve my health and spirits unless I spend four hours a day at least, and it is commonly more than that — sauntering through the woods and over the hills and fields, absolutely free from all worldly engagements. ...When sometimes I am reminded that the mechanics and shopkeepers stay in their shops not only all the forenoon, but all the afternoon too, sitting with crossed legs,so many of them — as if the legs were made to sit upon, and not to stand or walk upon — I think that they deserve some credit for not having all committed suicide long ago.

(From Henry Thoreau : 'Walking')

Exercise 4
Write the first paragraph of an essay in this direct conversational style on a subject from the list given below :

1 Travelling on a slow train.
2 Living in a small village.
3 Giving up all machines.

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15.2.3 Individuality

Example 6
The passage below has a style which is very individual. Note the use of words which are too heavy and solemn for the context and give rise to humour.

> Lord Ickenham raised his eyebrows. "Not stop here? Are you suggesting that we go out into that rain? My dear lad, you are not aware of the grave issues involved. This morning, as I was leaving home, I had a rather painful disagreement with your aunt. She said the weather was treacherous and wished me to take my woolly muffler. I replied that the weather was not treacherous and that I would be dashed if I took my woolly muffler. Eventually, by the exercise of an iron will, I had my way, and I ask you, my dear boy, to envisage what will happen if I return with a cold in the head. I shall sink to the level of a fifth class power. Next time I come to London it would be with a respirator. No! I shall remain here, toasting my toes at this really excellent fire."
>
> (From P.G. Wodehouse : *Uncle Fred Flits By*)

Exercise 5
Write a paragraph similar in style which brings out the individual character of the speaker.

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15.2.4 Concreteness

Example 7

The following passage is an example of concreteness in descriptions:

> At DAYBREAK Billy Buck emerged from the bunkhouse and stood for a moment on the porch looking up at the sky. He was a broad, bandy-legged little man with a walrus mustache, with square hands, puffed and muscled on the palms. His eyes were a contemplative, watery grey and the hair which protruded from under his Stetson hat was spiky and weathered. Billy was still stuffing his shirt into his blue jeans as he stood on the porch. He unbuckled his belt and tightened it again. The belt showed, by the worn shiny places opposite each hole, the gradual increase of Billy's middle over a period of years.
>
> (From John Steinbeck : *The Red Pony*).

Exercise 6

Write a similar description of someone you see everyday, e.g. a bus conductor, a milkman, or a shopkeeper.

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15.3 LET US SUM UP

In this unit we have presented a number of sample passages to illustrate

- narratives in the form of dialogues, and
- different stylistic features.

15.4 KEY WORDS

ˈconcreteness : definiteness

ˈdiction : choice of words and phrases in speech and writing

ˌindiˌvideˈality : individual character

style : manner of writing or speaking

ˈsyntax : sentence-construction; the grammatical arrangement of words in speech or writing

ˈusage : customary practice

UNIT 16 WRITING REPORTS-3 REPORTING INTERVIEWS

Structure

16.0 Objectives
16.1 Introduction
16.2 Different Stages in Conducting an Interview
16.3 Reporting an Interview
Examples of Reports
16.4 Punctuation : The Apostrophe
16.5 Usage : Word Study
16.6 Let Us Sum Up
16.7 Key Words
16.8 Suggested Reading
16.9 Answers to Self-check Exercises

16.0 OBJECTIVES

In this unit we shall show you how to conduct an interview and how to report it. After completing the unit, you will be able to write reports on the interviews you conduct.

16.1 INTRODUCTION

An interview is usually a meeting where a person is asked questions by others to decide whether he can enter a university or take up a job. Another kind of interview is a meeting between an important person and others who want to know about his activities and point of view. In this unit we shall discuss the second type of interview and how it can be reported. This kind of interview is an exercise in personal relationship — a one-to-one interplay of mind and personality between the person being interviewed and the one asking the questions.

16.2 DIFFERENT STAGES IN CONDUCTING AN INTERVIEW

Stage 1

After you identify the person you wish to interview, you have to get in touch with him and fix an appointment. The key to successful interview is good preparation. Find out in advance the relevant biographical facts about the person you have to interview so that you may base some of the questions on them.

Now you should write down a lot of questions to ask during the interview. These questions provide a framework for the interview, but they need not be asked in a rigid sequence. Often it is more effective to bring them in casually as the conversation flows. Remember that interviews are human interactions, not questionnaire exercises. So change your questions or discard some of them if the situation requires it. This preparation helps you in many ways. You know what to ask and you have time to think how best you can ask the questions. Besides you can convince the interviewee that you are interested in him and in the subject you are discussing by putting intelligent questions.

Stage 2

When the interview begins it is better if you devote the first few minutes to pleasantries. After developing rapport with the interviewee, you should proceed with your questions. Ask a few general questions first. Do not ask your difficult questions in the beginning. If you have any embarrassing questions, bring them into the conversation when the mood is fairly relaxed.

A fundamental rule of interviewing is to let the interviewee talk. Do not interrupt once the conversational tap has been turned on. But the interviewee should know that you are really interested in what he is saying, Growth and continuity in an interview arise from conversation. Transitions should occur naturally and logically during the discussion — one answer suggesting another question.

Stage 3

The end of an interview is also as important as the beginning. The end should be smooth and meaningful. You should not take more time than you are given unless you feel that the interviewee is also keen on continuing the meeting. Just before you wind up, you should check your notes and ask for clarifications, if you have any doubts. You should ask for copies of any documents that have been mentioned during the interview.

While taking notes, listen for key phrases that are significant and take them down in full. It is better to use a tape-recorder, but do not depend on it excessively.

16.3 REPORTING AN INTERVIEW

Before starting to write the report of an interview, you should examine your notes and ask yourself : "What has this person said that is interesting and significant?" After finding the most significant part of his statements, you should make it the leading part of your report. Your impressions of the interviewee's personality should be worked in as the report develops, but this should not be allowed to obscure the main theme.

After writing the leading portion, you have to decide how to proceed to the substance of the interview and plan the main body of the report. If you want to make your report purely informative, you can write the body of the report in a question-and-answer form. You can add explanatory passages to provide an element of continuity. Or you may develop the body of the report by switching back and forth while writing about the various points. In your reports use direct quotations that will tell the reader what the interviewee wishes to convey and also those that illuminate his personality. You may give a suitable title to your report.

Examples of Reports

Example 1

Here is a report of an interview (adapted from a report published in *The Times of India*, 11th July, 1987).

Dancing To Her Own Tune

Uma Sharma has been trained in Kathak, Kathakali, Bharata Natyam and Manipuri. Trained both in the Lucknow and Jaipur gharanas of Kathak, under Guru Sunder Prasad and Pandit Shambhu Maharaj, she has been very particular about not neglecting either the Hindu element or the Muslim element in her Kathak compositions. Moreover, she has done dance compositions based on the poetic works of writers like Kalidasa, Tulsidas and Surdas as well as those of writers like Ghalib, Iqbal and Faiz.

Uma Sharma has been described as wayward, impulsive, tempestuous, temperamental and credulous. Like many, she claims to be the maligned, the vanquished, who has, all the same, made it despite all odds.

Cautiously outspoken, she reflected at length about her contribution to dance and her attitude towards the world of dance. Her speech is devoid of affectation. As an adept in Kathak, Uma Sharma's views on dance are interesting.

Q. Do you follow the traditional approach to Kathak? Don't you try to experiment and innovate?

A. I try to experiment with everything I do. I like to go very deep into the theme I am doing and am very particular about creating the right setting, environment, and costumes. If it is a historical event, I try to read as much as possible. My reading always affects my performance favourably. I remember doing 'Anarkali' for the Bharatiya Kala Kendra. I read a lot about Mughal history but the challenge was to keep within the framework of Kathak.

I am constantly trying to innovate and experiment. More recently, I have tried to know what lies in the intricacies of Spanish Flemenco. I want to take two weeks' vacation in September and spend it in Spain. As I will participate in the Madrid Festival along with Mario Maya — Spain's topmost Flemenco dancer — I am confident that I will learn a lot about Flemenco. I would also like to spend some time on a study of gypsies' dances.

Q People say that your high connections have led to your success. What are your comments?

A People who make such accusations are just against me. Over the years my enemies have increased, which is inevitable when one does good work. When I was awarded the Padma Shri there was a lot of talk about my contacts though I was not even aware that I was getting it. Anyway, the majority of my admirers don't accept such talk. So I am not interested in all that.

And then if I was so well connected, why have I been ignored by the ICCR and the two Festivals of India?

Q What is your attitude towards the present day critics?

A Some critics have been spreading vicious rumours about me that I have put on weight and that my institution is a monolithic structure where nothing is taught. Their illusions will be shattered if they visit my institute and see the work I am doing. Most critics today write about the great masters with such flippancy that it is surprising. Criticism involves a lot of thought. My advice to present day critics is that they must try to understand the art they review.

Q What are your views on 'Guru-Shishya Parampara'?

A In my view the 'Guru-Shishya Parampara' is almost dead today though I try my level best to carry on the tradition in my school. I don't take a fee or even ask my students for a glass of water. All I ask them is to do 'Pranam' to their Guru and do hard work every day. I know that the attitude of the students towards their gurus has changed. I can recall that as a student I had great respect for my teachers. Today I cannot expect this from my students. The 'Seva Bhavana' is just not there.

Glossary

'wayward : changeable

im'pulsive : having a tendency to act suddenly without thinking about the suitability of one's acts

tem'pestuous : violent

,tempera'mental : having frequent changes of temper

'credulous : too willing to believe

'vanquished : conquered, defeated completely

'adept : expert

'flippancy : the quality of being disrespectful about serious subjects

Self-check Exercise 1

Read the passage given above and answer the following :

1 What are the main schools of Indian classical dance?

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2 Which school of Indian classical dance does Uma Sharma mainly represent?

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3 Who were her gurus?

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4 What are her views on 'Guru-Shishya Parampara'?

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5 What are the biographical details given by the reporter?

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6 Which was the tough question at the interview?
When was it asked — in the beginning, the middle, or the end?

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Exercise 2

After interviewing a distinguished teacher, write a report of the interview. You may ask the teacher why he took up the teaching profession, and his opinion about the usefulness of the courses he is teaching. Give some biographical details also.

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Example 2

The following report of an interview with former President Gerald Ford by an Associated Press reporter illustrates another way of reporting an interview (Quoted in Warren K. Agee : *Reporting and Writing the News,* Harper and Row Publishers, New York, 1963).

Former President Ford says President Reagan is "naive" if he thinks budget cuts will be easier than tax cuts to sell Congress.

And because of that, Reagan should hold off on the last two years of his three-year, 30 per cent tax cut programme until there is "visible evidence" Congress will reduce the growth of federal spending, Ford says.

In an interview with the Associated Press at his home in the California desert, Ford said efforts to reduce federal spending always tried to generate formidable coalitions which band together to protect their own appropriations.

"My own experience in Congress would lead me to the conclusion that the House and Senate would be more amenable to a reduction in taxes than they will be to an effort to reduce expenditures."

Glossary

na'ive/naɪ'i:v/ : having or showing no experience

'formidable : causing anxiety and fear

ap,propri'ation : something, especially money, set aside for a particular purpose

16.4 PUNCTUATION : THE APOSTROPHE

A writer of reports should be careful about punctuation. In this section, we shall discuss the use of the apostrophe.

Apostrophe is the sign(') used in writing

i) before or after *s* to show possession.

Examples

Jawahar's shirt
Children's clothes
Women's clothes
a boys' school (apostrophe placed after the plural ending - *s)*

ii) to show that one or more letters or figures have been left out of a word or figure.

Examples

don't for *do not*
'87 for *1987*

iii) before *s* to show the plurals of letters and figures

Examples

There are two t's in *letters.*
Your *s*'s look like *8*'s.

Self-check Exercise 3

Use apostrophes where necessary.

1 You better mind your ps and qs when the Professor of English is here.
2 You ys and js are similar.
3 Youre absolutely right.
4 Alls well that ends well.
5 After a moments thought he shook his head.
6 I wonder if your parents neighbours will come.
7 Why dont you join the Book Lovers Club?
8 I will tell you whatll happen in a years time.

Self-check Exercise 4

Rewrite the following phrases using the possessive forms of nouns :

1 the wings of the butterfly.

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2 the gold rings of the princess.

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3 hesitation of three seconds.

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4 fashions of girls.

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5 the response of the audience.

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6 the cries of the women.

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7 the whisper of the breeze.

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8 the ripples of the streams.

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16.5 USAGE : WORD STUDY

In the first report given in section 16.3 we used the following words :

credulous, adept, affect, lie, take, confident, majority, accept, illusion, advice.

These words are often confused with some other words which appear to be similar. In this section we shall help you to distinguish between the following pairs of words :

Accept, Except
Adapt, Adept
Advice, Advise
Affect, Effect
Allusion, Illusion
Bring, Take
Confidant, Confident
Credible, Credulous
Lay, Lie
Majority, Plurality

i) **Accept, Except**

Ac'cept is a verb; it means (i) 'to take something offered', e.g., I cannot accept your gift. (ii) 'to believe or admit', e.g., I accept your reasons for being late.

Ex cept, as a verb, means 'to leave out, exclude', e.g., You have to follow the rules I can except no one.

Ex cept, as a preposition, means 'excluding, deliberately omitting.' e.g., Everyone went to the meeting except you.

ii) **Adapt, Adept**

A'dapt is a verb meaning 'to make suitable for new needs, different conditions, etc.' e.g., He had to adapt himself to the new surroundings.

'Adept as a noun means 'a person who is highly skilled in something,' e.g., She is an adept in the art of cooking.

'Adept as an adjective means 'highly skilled'.

iii) **Advice, Advise**

Ad'vice is a noun meaning 'opinion given by one person to another on how the other person should act.' e.g., I asked the doctor for his advice.

Ad'vise is a verb meaning 'to tell somebody what one thinks should be done.' e.g., I advise you not to go there now.

iv) **Affect, Effect**

Af'fect is a verb. It means (i) 'to cause a change in'. e.g., The weather affected her health, (ii) 'to pretend to feel', e.g., He affected illness so that he could avoid going to work.

Ef'fect, as a noun, means 'a result', e.g., The weather had an effect upon her health.

Ef'fect, as a verb, means 'to cause or bring about', e.g., She effected her escape.

v) **Allusion, Illusion**

Al'lusion means 'an indirect or implied reference', e.g., He made an allusion to the lack of discipline in this country.

Il'lusion refers 'to the condition of seeing things wrongly', e.g., Not only magicians, but ordinary people also create illusions.

vi) **Bring, Take**

Bring means 'to come with'. e.g., Bring the book when you come here.

Take has a number of meanings : for example

i) to get possession of; e.g., The enemy forces have taken the airport.

ii) to carry from one place to another, e.g., Take the book when you go home.

iii) to have, e.g., I want to take a vacation.

vii) **Confidant, Confident**

'Confidant (feminine: confidante) is a noun. It means 'a person to whom one tells one's secrets.' e.g., She is my confidante in the matter.

Confident is an adjective. It means 'feeling confidence, believing in one's ability.' e.g., He spoke in a confident voice. I'm confident I can do it.

viii) **Credible, Credulous**

'Credible means 'deserving or worthy of belief.' e.g., A credible news report.

'Credulous means 'too willing to believe, especially without proof.' e.g., She is credulous; she believes everything.

ix) **Lay, Lie**

Lay is a transitive verb and takes a direct object. e.g., Lay it on the table. (lay, laid, laid).

Lie is an intransitive verb and does not take an object. e.g., My shirt was lying on the floor. (lie, lay, lain).

x) **Majority, Plurality**

Maj'ority means 'the greater number' e.g., The majority of doctors believe that smoking is harmful to health.

Plu'rality means 'the largest number of votes in an election, especially when less than a majority'. e.g., He won a plurality of votes, but not a majority.

16.6 LET US SUM UP

An interview is purposeful conversation. There are different stages in conducting an interview.
(i) Find out the biographical facts about the person you wish to interview and prepare a list of questions to ask. (ii) Create a pleasant atmosphere at the beginning of the interview and ask your difficult question when the mood is relaxed. (iii) Check your notes and clarify your doubts before you wind up.

In your report, put the important points in the leading paragraph. You can use direct quotations. You can also add biographical details and explanatory passages. You may give a title to your report.

16.7 KEY WORDS

a'postrophe : the sign (') used in writing to show that one or more letters or figures have been left out of a word or figure (as in *don't*)

'interview (noun) : a meeting where a person is asked questions by another

ˌpunctu'ation : the division of written matter into sentences, phrases, etc. by means of signs such as a comma, a full stop, a question mark, a semi-colon, a hyphen, etc.

re'port : an account of events, experiences, etc.

16.8 SUGGESTED READING

A daily newspaper.

16.9 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

1 Kathak, Kathakali, Kuchipudi, Bharata Natyam, and Manipuri.

2 Kathak.

3 Guru Sunder Prasad and Pandit Shambhu Maharaj.

4 She thinks that the 'Guru-Shishya Parampara' is almost extinct now. But she wants to continue it at her institution.

5 The reporter has mentioned the names of Uma Sharma's guru and has written about her interest in comparative studies of various types of dances. There are a few comments on her temperament.

6 The tough question was about her high connections. It was asked in the middle.

Exercise 3

1 p's, q's
2 y's, j's
3 You're
4 All's
5 moment's
6 parents' neighbours
7 don't, Book Lovers' Club
8 what'll, year's

Exercise 4

1 the butterfly's wings
2 the princess's gold rings
3 three seconds' hesitation
4 girls' fashions
5 the audience's response
6 the women's cries
7 the breeze's whisper
8 the streams' ripples

UNIT 17 WRITING REPORTS-4 REPORTING SURVEYS

Structure

17.0 Objectives
17.1 Introduction
17.2 Various Stages in Conducting a Survey
17.3 Collection of data
- 17.3.1 Personal Observation
- 17.3.2 Interviews
- 17.3.3 Questionnaires
- 17.3.4 Official Records
- 17.3.5 Libraries

17.4 Reporting a Survey
- 17.4.1 Contents of a Long Survey Report
- 17.4.2 Examples of Reports

17.5 Let Us Sum Up
17.6 Key Words
17.7 Answers to Self-check Exercises

17.0 OBJECTIVES

In this unit we shall show you how to conduct a survey and how to report it. After completing the unit, you will be able to write reports on surveys conducted by you.

17.1 INTRODUCTION

Although a survey report may be written for a variety of reasons, it is often produced in response to a request for information. You might be asked, for instance, to conduct an opinion survey among consumers about the sales of a particular product, to check the range of prices that various companies charge for a particular item, to study the feasibility of establishing a branch of your organization in a town, and so on. You would then conduct a survey and present your findings in your report.

17.2 VARIOUS STAGES IN CONDUCTING A SURVEY

Stage 1

Survey reports are produced in response to specific demands. Usually you will get clear instructions, called Terms of Reference, which tell you what you are required to do.

Though the terms of reference will guide you in your job before you begin to collect data, you should spend some time in working out the exact scope of your report. In case the instructions are vague, you should seek clarifications before making a start.

Stage 2

A report is always written with an audience in mind. In some cases it may be just your immediate boss who requires information on some aspects of work with which you are connected. At other times it may be a number of readers to whom your report will be circulated. You will find that your report generally has any or all of the following four kinds of audience :

i) Your superiors
ii) Your colleagues
iii) Other organizations engaged in similar activities
iv) Consumers

If your report is to be based on instructions from an individual, it would not be difficult to find out its objectives. If, however, the audience is large and varied, you should try to find out what they want to know. The presentation and style of your report will depend on your readers' exposure to the subject of your report. To overcome the difficulty of catering to the needs of a varied readership, you should keep in view the people who may not be very well-informed about your subject.

Stage 3

After the objectives have been defined and the audience fixed, the next step is to gather the relevant data.

17.3 COLLELCTION OF DATA

There are a number of methods and sources which will help you in collecting data. They are :

i) Personal Observation
ii) Interviews
iii) Questionnaires
iv) Official Records
v) Libraries

17.3.1 Personal Observation

Some data will be based on your personal observation. Suppose you have to conduct an opinion survey (about a particular product) among consumers. When you meet people, you should study not only their words but their gestures also. You must develop the habit of careful observation and accurate recording. (Please refer to the units on note-taking.)

17.3.2 Interviews

Another method of collecting data is an interview. Interviewing is an art and demands courtesy, patience, and tact on your part. Even though you need one type of data, you should remember that all the individual persons cannot be dealt with in an identical manner. You should be sensitive to the reactions of the person you are interviewing and make him open out to you and give the information you require. (For a detailed discussion on the technique of interviewing, refer to Unit 16.)

17.3.3 Questionnaires

When you want to contact a large number of people for some information, the most convenient method is to send questionnaires to them. You should take the utmost care in preparing a questionnaire, since you cannot give further clarification — unlike in the case of an interview. The following hints will be of help to you :

i) Each question should be precise and clear, and not broad or vague. For example, if you ask 'Do you see plays regularly?', your respondent will not understand what you mean by 'regularly', and suppose he says 'yes', how will this answer help you? But if you say, 'How often in a month do you see a play?', then he will understand what you want to know and his answer will be useful.

ii) Avoid leading questions — questions which anticipate or suggest answers and thus prejudice the respondent's mind. For example, 'Do you read *The Times of India?*' is an attempt to lead the respondent. 'Which newspaper do you read?' is a better question.

iii) Arrange your questions in a logical order. Leave sufficient space for answers.

iv) You should include a covering letter to motivate the respondent to answer the questions. An example of a questionnaire used by All India Radio, New Delhi is given below :

GOVERNMENT OF INDIA
ALL INDIA RADIO

(AUDIO RESEARCH UNIT)

Field study on the extent and nature of utilisation of the University of the AIR

Sample Information

Name of the respondent .....

Address .....

1 Sex ..... 2 Age ..... 3 Course of Study .....

4 Subjects Offered ..... 5 Medium of Instruction .....

6 Year of study ..... 7 Occupation .....

SCHEDULE

1 Are you answer that AIR Delhi broadcasts the 'University of the AIR' programme for students of correspondence courses of Delhi University?

Aware 1 Not Aware 2

2 If aware, how often do you listen to the University of the AIR?

Regularly 1 Occasionally 3 Never 5
Frequently 2 Not often 4

3 If you do not listen often or do not listen at all, what are the reasons?

Not aware 1 Lectures do not have enough material 4
Time not suitable 2 Any other 5 .....
Have other engagements at that time 3

4 If you listen at least occasionally, what programmes do you generally listen to?

.....

5 Lectures on Economics, History, Political Science and Commerce are broadcast in both Hindi and English. Would you like us to continue in both, or only in one of them?

Hindi 1 English 2 Both 3

6 Do you find the number of lectures devoted to different subjects adequate?

Adequate 1 Not adequate 2

7 Are you satisfied with the following aspects and find them suitable?

a) Time of Broadcast — Yes/No
If not, suggest alternative time .....

b) Duration of lecture (20 mts.) — Yes/No
If not, suggest duration .....

c) Style of presentation — Yes/No
If not, mention alternative format .....

d) The talker presenting the lecture — Yes/No
If not, what was missing or lacking? .....

e) The selection of topics — Yes/No
If not, what other topics would you suggest? .....

8 Do you find the lectures useful? Yes/No
If yes, in what manner?

.....

If not, why not? .....

9 All India Radio has been putting out three times a day a special programme (Review Lectures) on the University of AIR Programme since 15th April 1986. Would you like to mention the details of the programmes you listened to during this week?

Date..... Time..... Topic.....

10 Any comments and suggestion for improvement?

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17.3.4 Official Records

Every organization records its activities in written documents — memoranda, letters, reports, contracts, agreements, etc. If you read these documents, you are most likely to find some of the data you are searching for.

17.3.5 Libraries

A library is a place where you will find books and journals on various topics. There may be a number of libraries in your town or city. You are likely to find some relevant material in some of the libraries.

17.4 REPORTING A SURVEY

Most survey reports — especially those that are long and complex — require a carefully planned structure that helps the reader. Such long reports are divided into three main parts — front matter, body, and back matter — each of which, in turn, contains a number of elements. Variations in structure can be made according to the subject, the length, and the contents of your report. (For short reports, you may follow the pattern discussed in Block 1 Unit 6.)

17.4.1 Contents of a Long Survey Report

The following list includes all the elements that a long survey report should contain :

a) **Front matter**
   i) Title page
   ii) Preface
   iii) Table of contents
   iv) List of illustrations
   v) Summary

b) **Body**
   i) Introduction
   ii) Discussion
   iii) Conclusions and recommendations

c) **Back matter**
   i) List of references
   ii) Bibliography
   iii) Appendix (ces)
   iv) Glossary

Now we shall discuss all these elements at length.

a) **Front matter**

The front matter serves several purposes : it gives the reader a general idea of what the report is about and of the author's purpose in writing it; it provides lists of

contents and illustrations and thereby gives the reader a chance to determine whether the report contains the kind of information he is seeking.

i) *Title Page*

The title page should contain the following information :

1 Full title of the report.
2 Principal investigator's or author's name.
3 Date of submission of the report.
4 Name of the organization for whom the author writes.

ii) *Preface*

The preface is a statement by the author of the purpose, background, or scope of the report. It may contain acknowledgement of help received during the course of the survey or in the preparation of the report. It may cite the permission obtained for the use of copyright material.

iii) *Table of contents*

A table of contents lists all the sections of the report in their order of appearance, along with their page numbers.

iv) *List of illustrations*

This list includes all charts, drawings, graphs, maps, photographs, and tables that appear in the report, along with their page numbers.

v) *Summary*

The summary states — usually in a hundred words — the subject of the report. Along with the table of contents, the summary helps the reader to preview the contents of a report and to assess its value.

b) **Body**

1) *Introduction*

The main function of the introduction is to say what the report is about, what work has already been done on the subject and what new grounds are covered in the present study.

ii) *Discussion*

The main function of this part is to present the collected data in an organized form and analyse the results of the survey. Usually it has several sections grouped under different heads and sub-heads.

iii) *Conclusions and recommendations*

This section contains the inferences drawn on the basis of the analysis of the data presented in the report, and your suggestions for a future course of action.

c) **Back matter**

The back matter is composed of supplementary information material that may shed some additional light on the topic.

i) *List of references*

If, in your report, you refer to material in, or quote directly from, a published (or unpublished) work, or you want to give a brief explanation, you must provide a list of references (or footnotes). The attention of the reader is drawn to this list (or footnotes) either by putting a mark (say, an asterisk) or by writing a number at a suitable place in the text.

ii) *Bibliography*

The bibliography is the listing, in alphabetical order, of the sources of information (published or unpublished) in your report.

iii) *Appendix*

An appendix contains explanations that are too long for footnotes but are helpful to the reader seeking further clarification or assistance. A report may have one or more appendices, and each appendix contains one type of material. Material like texts of interviews, copies of questionnaires, relevant correspondence, summaries or results achieved by other organizations, or views of others on similar topics is generally included in the appendices.

iv) *Glossary*

A glossary is a list of words and expressions that may be unfamiliar to the intended audience, and their explanation. Arrange the terms alphabetically.

17.4.2 Examples of Reports

Here are two sample survey reports. The dates, figures and names mentioned in them are fictitious.

Example 1

Title page

VIJAY VANASPATI COMPANY
ADILABAD

A SURVEY REPORT ON
REFINED COOKING OIL

Prepared

by
VIDYASAGAR
Sales Manager

5 September, 1987

Preface

About a month ago I started surveying the markets in Andhra Pradesh, Madhya Pradesh, Maharashtra and Karnataka with the following objectives :

i) To find out the extent of the prospects of refined oil as a cooking medium.

ii) To know the reasons for the popularity of Surya refined oil.

iii) To study the feasibility of launching a new brand of refined oil.

The data were collected largely through personal contact.

I hope that the conclusions I arrived at will help our organization to decide to manufacture a new brand of refined oil.

I acknowledge the help and cooperation of the Managing Director, the Chief General Manager and other members of the staff.

Table of contents

1	Preface	i
2	Contents	ii
3	List of Illustrations	iii
4	Summary	iv
5	Introduction	1
6	Discussion	2-10
	6.1 Selection of a Sample	
	6.2 Findings	
7	Conclusions and recommendations	11-13
8	List of references	14
9	Bibliography	15-17
10	Appendix	18-20
11	Glossary	21-22

Summary

In India all sections of society consider refined oil a suitable medium for cooking. Surya refined oil has become popular among upper class consumers. The survey done by us

reveals that another brand of oil with qualities similar to Surya oil will become popular among the middle as well as lower classes. It will be profitable for our organization to manufacture such an oil.

Introduction

In India ghee and oil have been the cooking media for centuries. Ghee was used by the well-to-do and oil by the poorer classes. However, with industrialization and the urbanization of society, a new product, sometimes called 'vegetable ghee' or Vanaspati' and commonly known as 'Dalda' replaced ghee as a cooking medium. Dalda, which was in fact the brand name of a particular make of hydrogenated oil, was cheaper than ghee and it soon became popular.

Our company manufactures Vijay Vanaspati. Due to intermittent supply of edible oil the manufacturing of Vanaspati is getting delayed and the output has been reduced. We came to know that a new kind of oil, called Surya refined oil, had become popular partly because of the prevailing uncertainty in the supply of Vanaspati and partly because doctors considered it safer for the heart than ghee or Vanaspati. The Managing Director of our company wanted to explore the possibilities of taking up the production of a new brand of refined oil. He ordered a market survey with the following objectives :

i) To find out the extent of the prospects of refined oil as a cooking medium.

ii) To know the reasons for the popularity of Surya refined oil.

iii)To study the feasibility of manufacturing and marketing a new brand of refined oil.

Discussion

i) *Selection of a Sample*

We conducted a survey in March 1987 among consumers in Andhra Pradesh, Madhya Pradesh, Maharashtra and Karnataka. We distributed copies of a questionnaire in some districts selected at random. Consumers belonging to different occupations, age-groups, and income-groups were chosen as respondents. We interviewed a few hoteliers and shopkeepers. The district-wise break-up of the respondents was as follows:

District	No. of respondents
Adilabad	30
Hyderabad	80
Krishna	80
Chittoor	30
Jhansi	50
Bhopal	50
Aurangabad	40
Manmad	40
Gulbarga	50
Mysore	50
Total	500

ii) *Findings*

a) Ghee is considered rich in nutritive values. So, as a cooking medium, ghee is the first choice of every household. However, as it is very expensive, its consumption is confined to the upper classes.

b) Vanaspati is also popular, but it is used mostly for frying. It is popular only because it looks like ghee and is less expensive than ghee.

c) Mustard oil is used as cooking medium by the lower class people.

d) Refined oil is preferred by all sections of society as it is free from bad smell and can be used for all cooking purposes. Doctors now recommend it in preference to animal fats like ghee and butter.

(e) The restaurants find refined oil suitable for the preparation of both sweets and salted snacks. They are forced to use it more as the supply of vanaspati is irregular.

(f) Consumers gave the following reasons for their choice of Surya refined oil :

Food fried in Surya oil is tasty because it remains crisp for hours.

Surya oil does not add unwanted fat to the body and thus it is less harmful than ghee and helps those who care for their health.

Conclusions and recommendations

All sections of society prefer refined oil for different reasons.

Surya refined oil has become popular with the upper and middle classes as it meets their needs.

Because of the shortage in the supply of 'Dalda', the restaurants have found an alternative in Surya oil.

Another brand of refined oil having the same qualities as Surya oil will be acceptable to all sections of consumers. As our company already has a good reputation, the new venture will bring us profits.

Exercise 1

1 Prepare a questionnaire to study the attitude of your fellow students to the board and lodging facilities available in your hostels. In the questionnaire you may ask questions related to the type of accommodation provided, rooms, general maintenance, vegetarian and non-vegetarian food served in the hostel messes, the mess bill, etc.

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2 Choose a topic of your interest on which you may have to write a report. Discuss briefly the sources or the methods you would use to collect your data. You may use all or a few of the methods discussed earlier.

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3 Make a comparative study of the savings schemes available in one of the nationalized banks and the Post Office. Present your findings in the form of a report. You may discuss schemes like Recurring Deposit, Fixed Deposit, Cumulative Time Deposit, and National Savings Certificates.

Self-check Exercise 2

Read Example 1 given in Section 17.4.2 and answer the following questions :

1 What were the objectives of the survey undertaken by Vijay Vanaspati Company?

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2 Which were the states chosen for the survey?

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3 Which brand of refined oil was found to be popular?

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4 What was the method used by the surveyor for collecting data?

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5 State briefly the findings of the survey.

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6 What were the conclusions?

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Example 2

You may sometimes have to write short reports on the surveys you conduct. The following will be useful to you as an example of a short survey report.

We visited NOIDA on 18th August in search of suitable accommodation for K.T.P.C. employees. The findings are as follows :

1 Noida has all the necessary infrastructural facilities, namely, schools for children. private medical clinics, a government hospital, shopping centres in every sector, a few cinema halls, playgrounds, restaurants, and regular supplies of water and electricity.

2 Though there is a considerable distance (20 k.m.) at present between South Delhi and NOIDA, the distance will be reduced after the completion of a bridge between Sector 15 of NOIDA and Okhla. This bridge will, hopefully, be ready for use in a year.

3 A number of D.T.C. buses ply regularly between NOIDA and different parts of South Delhi. It seems there are a few chartered buses for the use of office-goers.

4 With the help of a knowledgeable person (who resides in NOIDA) we combed different sectors of NOIDA. Our observations are as follows :

i) M.I.G. and H.I.G. type flats are available in Sectors 21 (Jalvayu Vihar) and 26; but the house rents quoted by the property dealers are on the higher side—for M.I.G. about Rs. 1,500/– and for H.I.G. Rs. 2,000/–.

ii) Sectors 12 and 22 may be good for Class III and Class IV employees but not for Class I officers.

iii) In Sectors 28, 29 and 37 a number of (about 30) excellent M.I.G. and H.I.G. flats are readily available. Even the rents quoted by the property dealers are reasonable—for M.I.G. Rs. 1,200/– and for H.I.G. Rs. 1,500/–.

The terms of the landlords and the property dealers are as follows :

i) 1 or 2 months' rent in advance as security for the landlords.

ii) 15 days' rent as commission for the property dealer.

Enclosures :

i) The time table of D.T.C. buses.

ii) The visiting cards of three property dealers; among them we recommend V.K. and Company as they appeared to be quite reasonable.

Exercise 3

Read the report given above as Example 2 and answer the following questions :

1 What are the facilities available in NOIDA?

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2 In which sectors of NOIDA are the H.I.G. and M.I.G. flats available at reasonable rates?

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3 What are the terms of the landlords and the property dealers in NOIDA?

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17.5 LET US SUM UP

A survey report may be written for various reasons: (i) To find out the opinions of consumers about a particular product; (ii) to check the range of prices; (iii) to study the feasibility of establishing a new branch, etc.

These are different stages in conducting a survey. In the beginning, you should know the scope of your survey and have an idea of the types of audience you will have. Then you should decide which of the following methods you will choose for collecting data : (i) personal observation, (ii) interviews, (iii) questionnaires, (iv) official records, (v) libraries.

Long survey reports usually contain three major parts : Front matter, body, and back matter.

The front matter may include a title page, a preface, a table of contents, a summary, and a list of illustrations.

The body may contain an introduction, discussion, conclusions, and recommendations.

The back matter may include a bibliography, a list of references, appendices, and a glossary.

Short survey reports open with a statement of the information the writer has tried to collect and goes on to include the findings, the conclusions, and the recommendations.

17.6 KEY WORDS

ac ˌcommo ˈdation : living premises

ap ˈpendix : something added at the end of a book or document

ˌbibli ˈography : a list of books on any subject

ˈinterview : a meeting of persons face to face

ˌobser ˈvation : careful watching

ˌquestion ˈnaire : a list of questions to be answered by a group of people, especially for a survey

ˌrecommen ˈdation : advice regarding what should be done

ˈsample : specimen

ˈsurvey : an investigation of the condition of something; a general view

17.7 ANSWERS TO SELF-CHECK EXERCISES

Exercise 2

1 The objectives were : to find out the prospects of refined oil as a cooking medium; to know the reasons for the popularity of Surya refined oil; and to study the feasibility of launching a new brand of refined oil.

2 Andhra Pradesh, Madhya Pradesh, Maharashtra and Karnataka.

3 Surya.

4 Questionnaires.

5 As a cooking medium, ghee is the first choice of every household. Vanaspati has become popular as it is less expensive than ghee. Refined oil is preferred by all sections as it is free from bad smell and can be used for all cooking purposes. Surya oil has become popular as food fried in it remains crisp for hours.

6 The restaurant owners and other sections of society have found an alternative in Surya oil because of the shortage in the supply of Vanaspati.

Exercise 3

1 Regular supply of water and electricity, shopping centres, schools for children, playgrounds, and restaurants.

2 Sectors 28, 29, and 37.

3 The terms are :
   i) 1 or 2 months' rent in advance as security for the landlords.
   ii) 15 day's rent as commission for the property dealer.

UNIT 18 WRITING SUMMARIES-3

Structure

18.0 Objectives
18.1 Techniques of Summarizing
Example 1 : 'The World of Plastics'
Example 2 : 'A New Route to Comprehending Pain'
18.2 Let Us Sum Up
18.3 Key Words
18.4 Suggested Reading
Appendix

18.0 OBJECTIVES

In this unit we shall discuss two passages and show you how they can be summarized. After working through the unit you should be able to write summaries of the passages you read.

18.1 TECHNIQUES OF SUMMARIZING

Example 1

You are now going to read a passage about plastic materials. These have become common only during the past few decades. This passage deals with the nature of plastic materials and with the question of whether or not they cause environmental damage. Now read the passage.

The World of Plastics

1 Plastic has long been with us. It became well-known in the 1930's and particularly the 1940's through a great deal of publicity, as a major substitute for other materials. Since then — with far less fanfare — it has steadily increased its influence over our lives. In 1976, plastic outstripped steel to become America's most widely used material.

2 The basic raw materials for the manufacture of plastic are petroleum and natural gas, but plastic can also be made from coal or — if need be — even from wood. These hydrocarbon materials are processed into a waxy, mouldable (hence the word 'plastic') stuff called resin.

3 Environmentally, plastics have a good deal to recommend them. Plastic requires only one-tenth of the energy required to produce aluminium, and in spite of the enormous volume involved, plastic accounts for only five per cent of U.S. petroleum consumption. But plastics also present some special problems. Although the basic resin-manufacturing process presents a much cleaner face than a steel mill (there is little smoke and soot), it is also true that many of the ingredients are dangerous. Benzene, for example, which goes into the manufacture of styrene, epoxy, polyester and nylon, is a member of the dangerous family of carcinogens. Common types of plastic produce toxic gases in fires, including hydrogen cyanide and hydrogen chloride. The plastics industry counterargues that natural materials such as wood also produce toxic gases when burned, and that non-plastics may be more prone to catching fire or starting fires (as in the case of metal electrical housings). Carbon-reinforced plastics create a particular problem — when burned, they release clouds of tiny fibres that can get into electrical equipment and cause short circuits.

4 One concern of environmentalists is that many plastics are neither biodegradable nor can they be easily recycled, and that used plastic is increasing our already staggering solid waste and litter problem. Recycling plastic bottles does not have the economic incentive that recycling aluminium cans or even glass does, but manufacturers are working to make it more practical.

5 For all that, there is little question that there will be more and more plastic in our future. Visionary plastics enthusiasts argue that plastic houses will be commonplace 20 to 30 years from now, and, if costs drop, even plastic bridges and domes to cover whole towns could follow. And so, regardless of how we feel about it, we might as well prepare ourselves. Leo Baekeland's genie has been out of the bottle for almost 30 years now; no one is going to put it back in.

(From 'The Plastic World' by James R. Chiles, *Span,* Oct. 1986, reprinted from *Smithsonian)*

Glossary and Notes :

ˌbiodeˈgradable : that can be broken down by bacteria

ˈtoxic : poisonous

ˌreˈcycling : making use of used materials or waste

ˈLeo ˈBaekeland : the man whose name is associated with the invention of plastic

ˈgenie /ˈdʒiːnɪ/ **:** a supernatural creature; a spirit

The ˈgenie has been ˈout of the ˈbottle : the expression suggests that the spirit of plastic was kept sealed in a bottle, but about 80 years ago, it managed to escape and cannot now be put back in again. This means that it is impossible to stop the development of plastic in today's world.

We are now going to make a summary of the passage by looking for the important ideas in each paragraph. This will enable us to arrive at the central idea of the passage and to separate the ideas from the illustrations of these ideas. By now you are familiar with how to identify the main points of paragraphs. Write out these main points paragraph by paragraph.

Paragraph 1 : .....

.....

Paragraph 2 : .....

.....

Paragraph 3 : The effect of plastic on the environment :

a) Favourable :

i) .....

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ii) .....

iii) .....

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b) Unfavourable :

i) .....

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ii) .....

iii) .....

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Paragraph 4 : .....

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Paragraph 5 : .....

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If you have had problems finding the main points, we shall discuss how to do so now. Look at Paragraph 1. What does it tell us? The first two sentences say that plastic has long been with us and that it became well-known in the 1930's as a major substitute for other materials. The next two sentences say that since then its influence has increased in our lives so that in 1976 it was the most widely used material in America. The main points that we can derive from this is that :

> Plastic has been used by us for a long time as a major substitute for other materials.

Now look at Paragraph 2. The basic raw materials for making plastic are mentioned here as well as the fact that it can even be made from coal or wood. The materials used are processed into a waxy substance called resin. The main point that we can derive from this is that :

> Plastic is made mainly from petroleum and natural gas.

Now look at Paragraph 3. This is a fairly long paragraph and contains a number of points. In the outline suggested above, these points have been divided into those which relate to a favourable effect on the enviroment and those which relate to an unfavourable effect on the environment. Thus the main point of the paragraph is the effect of plastic on the environment, which is further classified into favourable and unfavourable effects.

The favourable effects on the environment are :

i) Plastic requires much less energy to produce than other materials.

ii) There is less smoke and soot in its manufacture.

iii) Other materials like wood also produce toxic gases when burned and non-plastics may catch or start fires more readily.

The unfavourable effects of the use of plastic on the environment are :

i) The ingredients used in manufacturing plastic are dangerous.
ii) Common types of plastic produce toxic gases in fires.
iii) Carbon-reinforced plastics can cause short circuits when burned.

Find the words and ideas that we have left out. Why have we brought in what we have and left out the rest? The major decision was the identification of the main point (stated above) and its classification into favourable and unfavourable effects. In order to do this you have to get the general sense of the whole passage. The details under favourable and unfavourable effects are less difficult to separate. Under favourable effects, point (i). has been made much briefer and more general. The figures which compare the amount of energy required to produce plastic with that required to produce aluminium, and the percentage of consumption of petrol in the production of plastic have not been included in the summary. Since only a general point is required, it is merely stated that plastic requires *much less* energy to produce than other materials. No other materials than aluminium have been mentioned, but the passage suggests that, comparatively speaking, the amount of energy required to produce plastic is very limited.

Point (ii) presents what occurs in brackets in the passage. What occurs outside the brackets, namely, 'manufacturing process presents a much cleaner face than a steel mill' is less specific than 'less smoke and soot', so the former is not used in the summary. Point (iii) is taken from lower down in the paragraph. It is classified as a favourable effect because it states that plastics don't catch fire as readily as non-plastics.

The writer does admit that there are some unfavourable effects of the use of plastics. Point (i) under this states only the general point that the ingredients used in the manufacture of plastic are dangerous. It is not necessary to bring in all the examples that are given, when writing a summary. Again, in point (ii) it is not necessary to mention the names of the gases that are released. In point (iii) also, the details about the fact that plastics can 'release clouds of tiny fibres that can get into electrical equipment' are not necessary in a summary.

Now look at Paragraph 4. It states that many plastics cannot be broken down by bacteria and reabsorbed by the earth; nor can they be used again to create other things from waste plastic. Because of this the alarmingly large quantity of waste products which cannot be disposed of by means of reabsorption into the soil is growing. Attempts are being made to make recycling more practical. The main point of Paragraph 4 then is that :

> Plastics are not biodegradable or recyclable. Thus they add to the earth's already enormous litter problem. Attempts to make recycling easier are being made.

The details about the last sentence above have been omitted because they are not essential.

Next, look at Paragraph 5. This talks about the future of plastic in the world. It is felt that it might be possible to have plastic houses, bridges, or even domes to cover an entire town. It appears that whether we like to have so much plastic or not, its use is going to increase. It is not possible to avoid this. The main point of Paragraph 5 then, is :

> The use of plastic in the future is likely to increase greatly. In fact we may even make houses and bridges out of plastic.

Notice that we have brought the example of houses and bridges into the statement of the main point. This is because it is such a striking and strange idea that it requires to be mentioned in order to explain the extent to which plastic will enter our lives.

Now take the outline you prepared earlier and write it out again, filling in all the points now dealt with.

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Now let us see if the summary, as written above in the form of points, makes sense if read on its own, without reference to the original passage. Are all the points properly ordered? That is, does point 2 follow from point 1? Should there be any reordering of points in order that the summary reads more clearly? Is there any repetition? Should the main points of any paragraph be included within the main point arising from another

paragraph? Go over the summary carefully to see if any of this is necessary. Put down what you think needs to be done, if at all, in the space given below :

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Perhaps we can include point 4 under point 3 b) because it states one of the undesirable results of plastics. It is misleading to mention it separately. But, if it is moved under another major point, it may have to be phrased in a slightly different way. This is how we could write it :

3 b) iv) Plastics are not biodegradable or recyclable. Thus they add to the earth's already enormous litter problem. (Attempts to make recycling easier are being made.)

The last line is put into brackets because it does not strictly fall under unfavourable effects. In fact, it suggests a way of making it less unfavourable in its effect. It, however, requires to be stated here because there is no other readily available place for it.

In order to be certain that each point is put in its proper place in the summary, let us give each point a heading. By doing this we shall be able to find out its exact function in the summary. The first point can be considered as a statement of the history of plastic, even though this is done very briefly. So, above point 1 we can write : 'History'. The second point deals with the process of manufacture of plastic. Again, there are no details, but we are told about the ingredients that are used. So, an appropriate heading can be : 'Manufacture :Ingredients'. The third point already has a heading. This can be retained as the heading or a briefer heading can be given, such as : 'Effects on environment : favourable and unfavourable'. The fourth point has now been included in the third, so the fifth point now becomes the fourth. Since this deals with the use of plastic in the future, it can be called : 'Future'.

Now we shall write these headings in the order of occurrence to see if together they form a complete and coherent summary. We shall also give it a title : *Plastic.*

1 *History*
2 *Manufacture : Ingredients*
3 *Effects on environment : favourable and unfavourable*
4 *Future*

You can write a very good summary if you put these headings above the main points identified earlier. That will be sufficient for a summary if it is to be written in the form of points. (The full outline type summary is given in the Appendix at the end of the unit.) You can, however, also write the summary as one paragraph. How will you do this? In the space given below, write out the main points in one paragraph.

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Now compare what you have written with what is given below :

Summary II : Continuous Prose

Plastic

Plastic has been used by us for a long time as a major substitute for other materials. It is made mainly from petroleum and natural gas. It can affect the environment enormously, favourably and unfavourably. The favourable effects can be stated first. They are: (i) plastic requires much less energy to produce than other materials; (ii) there is less smoke and soot in its manufacture; (iii) other materials like wood also create toxic gases when burned, and non-plastics may catch or start fires more readily. It also has effects which are unfavourable to the environment. These are: (i) the ingredients used in manufacturing plastic are dangerous; (ii) common types of plastic produce toxic gases in fires; (iii) carbon-reinforced plastics can cause short circuits when burned; (iv) plastics are not biodegradable or recyclable. Thus they add to the earth's already enormous litter problem, but attempts are being made to make recycling of plastics easier. It is felt that, whether we like it or not, the use of plastic in the future is likely to increase greatly. In fact, we may even make houses and bridges out of plastic.

You will have noticed that the two summaries, the first one written in point-form and the second written as a paragraph, have much in common. Most of the sentences of the second summary have been taken over without any change from the first summary. However, some minor changes have been made here and there. Why are these necessary? In a point-form summary, as far as possible the points fall into a pattern and variations in the pattern are not attempted. However, in a paragraph-type summary, it is necessary to vary sentence structures a little, so that it does not become boring to read. The changes introduced above can be understood in this light.

So far we have been concerned with writing a summary of the passage as a whole. But in real life summary writing, we are not very often concerned with being faithful to a particular passage as such. We may instead go to a passage to look for a specific piece of information that we need . If the passage happens to provide the required information we may then consider noting it down in order to use it later. In such cases, we go to a particular passage for a specific purpose, our own purpose. Other people may go to the same passage for a different purpose. So the points that I draw from it may be very different from those that another person does. Let us approach the above passage from a particular point of view. You have been asked to gather information which can be used to show that the use of plastic is dangerous for our environment. What do you note down? Write down your points in the space given below :

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You will have realised that a summary of this kind does not require points from the whole passage, but only from the relevant parts. You may also want much greater detail about these parts. So the information will be both less than, and more than in the previous summary. Will it then be sufficient for us to note down all and only the unfavourable effects on the environment in greater detail, or will it be wise to take down the arguments for the use of plastic as well? The 'favourable' points may prove to be useful to us in anticipating objections from our opponents. Let us now note down these points.

Summary III : Particular Purpose

Plastic

A Against plastic :

1 (While it is true that
the basic resin-manufacturing process of making plastic produces much less smoke and soot than is produced in the manufacture of steel,)
nevertheless,
many of the ingredients used are dangerous, e.g., benzene (used in the production of styrene, epoxy, polyester and nylon) is a carcinogen.

2 Common types of plastic produce toxic gases in fires (e.g., hydrogen cyanide, hydrogen chloride);
(however,
it is claimed that wood also produces toxic gases when burned.)

3 Carbon-reinforced plastics when burned release clouds of tiny fibres that can get into electrical equipment and cause short circuits.

4 Plastics are neither biodegradable nor can they be easily recycled. Thus they add to the earth's already enormous litter problem. Recycling plastic bottles does not have much economic incentive.
(However,
manufacturers are working to make recycling more practical).

For Plastic :

It is claimed by plastic manufacturers that :

1 Plastic requires much less energy to produce than other materials.

2 There is less smoke and soot in its manufacture.

3 Other materials like wood also create toxic gases when burned, and non-plastics may catch or start fires more readily.

Example 2

Now we're going to look at a passage which deals with the process by which we feel pain when we injure ourselves. When we are hurt, different kinds of messages are sent by the nerves to the brain and to the spinal cord, by means of which we begin to feel pain. Other activities also take place like the flow of blood from the injured spot. The increased flow of blood brings more white blood cells to the spot, which help to fight the infection and aid in the healing process. By understanding the way pain is communicated we can explain how certain kinds of painkillers work. Now read the passage.

A New Route to Comprehending Pain

1 Scientists thought for decades that pain was like a message sent over a telegraph line: nerve cells simply sent electrical impulses to the brain. But new research is uncovering a vastly more complicated picture, one involving dozens of biochemical and electrical processes that can operate both to heighten and to dull our perception of painful stimuli. While the complete procedure still is not fully understood, recent discoveries point to new ways the pain process might be interrupted or stopped.

2 The process starts at the point of injury. Suppose you burn your finger on the stove. The sudden heat stimulates two types of nerves — 'slow' ones and 'fast' ones. Both types respond by sending out electrical signals. It takes the fast impulse less than a sixth of a second to race the length of the nerve to the spinal cord. There the signal prompts a chemical called a neuro-transmitter to leap across a tiny gap to nearby

spinal cord nerve cells. These nerves carry the signal up to the brain stem and the higher brain, where you finally sense the pain. The 'fast' signal is felt for only seconds as a sharp localised pain. The 'slow' message, about a second behind this, is longer-lasting, not as localised and more disagreeable.

3 Back at your injured fingertip, other chemicals are making the situation worse. The burned tissue has released hormones called prostaglandins, which attract blood. That is good, because blood contains white blood cells and substances that fight infection and promote healing. But the prostaglandins also make the nerve fibres sensitive, meaning that even a smaller contact with the injured spot will fire them off. Pressing the burned area is going to hurt a lot more than pressing your other fingertips. At least two other classes of chemicals, bradykinins and leukotrienes, also flood the site of the injury. Like prostaglandins, they make the nerves more sensitive.

4 The pain pathway is not a one-way street. The brain and spinal cord have their way of easing the situation. Natural painkillers including one called enkephalin, are sent down the spinal cord. Enkephalin stalls the release of substance P, a neurotransmitter in the spinal cord. With substance P neutralised, the pain message is blocked.

5 This new understanding also explains how some painkillers work. Aspirin, it seems, blocks the production of prostaglandins, which keeps the swelling down and the nerves less exquisitely sensitive. Local anaesthetics interfere with the electrical signal. Opiates, such a morphine, de-activate specialised chemicals in the nerves of the spinal cord and brain that receive the message.

(from 'A New Route to Comprehending Pain' by Joanne Silberner, *Span,* January, 1988; reprinted from *U.S. News and World Report*).

Now we shall follow our usual system of isolating the main idea or ideas in each paragraph. Let us begin with Paragraph 1. Does this have one main idea or two? Write out these ideas below.

Paragraph 1 .....

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What ideas have you put forward? The paragraph begins with the old idea of pain and then moves on to say that new research has now shown that pain is caused by many other things as well. The old idea is brought in as the background against which new research has been done. By doing this the writer suggests that he is now going to talk about the new research. Now that we have isolated these two points in Paragraph 1, fill in the details about these two ideas in the outline given below.

Paragraph 1 :

Old idea of pain : .....

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New idea : .....

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You should have produced something like the following :

Old idea of pain : that nerve cells sent electrical impulses to the brain.

New idea : that there are dozens of biochemical and electrical processes which colour our perception of painful stimuli.

Notice that the 'new idea' is restricted to only the causes of pain, not to new discoveries about ways of stopping pain. So only one part of the new research is brought in here. The other part is not required.

Now let us move on to paragraph 2. State the main idea of this paragraph below.

Paragraph 2 : .....

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What information have you selected? The paragraph will have to be considerably reduced in size in a summary, so many of the details will have to be dropped. You are expected to pick out the main points and present them without the details. Your summary should read something like the following :

> When injury occurs, two types of nerves, 'slow' and 'fast', carry messages to the brain. The fast signal is felt as a sharp, localised pain; the slow signal as a longer-lasting, more general pain.

Now let us deal with Paragraph 3. Read it again and decide what the major idea is. A process is being described; so you might think that all the details are required. But that is not so. First of all, you can remove the context of the example. We are not concerned with 'your injured fingertip' which has been burned. That is only an example. We are concerned with the more general notion of what happens when any injury takes place. Secondly, see if there is any pattern in the paragraph. In Paragraph 1, for example, a pattern did exist — the old idea of pain and the new idea. In Paragraph 3 can you see a pattern about the effect of the release of the prostaglandins at the place of the injury? State the pattern below.

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You will have noticed that Sentence 3 begins with 'That is good' and gives a reason. The sentence after that begins with 'But'. This is a clear signal that while the previous sentence mentioned an advantage, the sentence beginning with 'But' is going to present an opposing view. That is, an advantage and a disadvantage of the flow of blood caused by the release of the prostaglandins at the injured spot are presented. This is the pattern here.

Now write out a summary of this paragraph, bringing in this pattern. (Go back to the summary of Paragraph 1 for ideas on how write out the pattern in point form.)

Paragraph 3 : .....

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Let us discuss what should go into a summary of Paragraph 3. In order to make a general statement we shall not refer to the injured fingertip. Instead, we can say 'at the point of injury'. We then need to bring in 'the release of the hormones called prostaglandins which attract blood'. We are not concerned with 'the burned tissue' because we have generalized the context to injuries as such. We also don't need to mention that 'other chemicals are making the situation worse'. Next, the beneficial effect of the flow of blood has to be mentioned and also the harmful effect. Pressing the burned area which causes pain is merely a restatement of the idea already stated — the idea is now being applied to the example. So it can be omitted from the summary. The last two lines of the paragraph mention the names of other chemicals which are also released. Since these are some chemicals among others, we can perhaps make a general statement about them and that will be enough. So, the summary of Paragraph 3 can then read :

> At the point of injury, hormones called prostaglandins are released.
>
> Beneficial effect : Prostaglandins attract blood, which contains white blood cells and other substances that fight infection and promote healing.
>
> Harmful effect : Prostaglandins make the nerves more sensitive and therefore increase the pain.
>
> Other chemicals are also released which make the nerves sensitive.

Now let us turn to Paragraph 4. Part of this paragraph is quite technical and the details need not be included in a summary. Bring in only the main point without the details and without the repetition that the first two lines of the paragraph have. Write out the summary of Paragraph 4 here.

Paragraph 4 :.....

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In this paragraph, the writer is mainly talking about the role of the brain and the spinal cord in relieving pain. The manner in which they do this, however, need be mentioned only in very general terms. Thus we see that the first line can be omitted altogether and only part of the second line need be retained. Only a few key points from the next few lines are kept. The summary can thus read :

> The brain and the spinal cord release natural painkillers, which are sent down the spinal cord to block the pain message.

All mention of enkephalin and substance P is removed because in the general kind of summary we are making this is not required. If you were actually making a study of the subject, these points would be very important. In a general passage of this kind, however, which is meant for the general reader, the summary can ignore these technical details.

Now turn to Paragraph 5, the last paragraph. What are the main points here? Notice that while this is almost as short as Paragraph 4, it does not deal with so many technical details. On the contrary, it talks about the effect of well-known painkillers known to most people. Hence, the individual effect of each type of painkiller is of interest, and mention of these can perhaps be retained. Since a lot of this information will thus be allowed to remain, this part of the summary is likely to be quite long. Try writing a summary of Paragraph 5 below.

Paragraph 5 :.....

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Les us consider what should go into the summary. The main idea, which has to be retained, is :

> Greater understanding of the nature of pain explains how some painkillers work.

We can then go on to say :

e.g. i) Aspirin : blocks the production of prostaglandins. This keeps the swelling down and makes the nerves less exquisitely sensitive.

ii) Local anaesthetics : interfere with the electrical signals of pain.

iii) Opiates, such as morphine : deactivate special chemicals in the nerves of the spinal cord and the brain that receive pain messages.

It is perfectly possible to eliminate the amount of detail for each painkiller and thus condense the summary into one sentence :

> Greater understanding of the nature of pain explains how some painkillers like aspirin, local anaesthetics and opiates like morphine work.

This however, is a little unsatisfactory, so perhaps it is better to leave the longer summary as it is.

In the space given below, write out the whole summary as it has been given here.

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Now let us see if we can give headings to the ideas presented in the summary.
A heading, like a title, is a further summary of the information. Think of headings for the following paragraphs :

Paragraph 1 : .....

Paragraphs 2 and 3 : .....

Paragraph 4 : .....

Paragraph 5 : .....

Headings can make the summary even clearer. The following headings are suggested for the different points made in the summary.

Paragraph 1 : New research on pain.
Paragraphs 2 and 3 : Bodily processes in feeling pain from injury.
Paragraph 4 : Action of natural painkillers
Paragraph 5 : Action of man-made painkillers

Rewrite the summary inserting these headings before each of the relevant points. You can check what you have produced with the summary given in the appendix at the end of the unit.

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The outline we have now produced is one type of summary written in point form. Another type is the summary in paragraph form. Both types of summaries are useful and both require slightly different kinds of linguistic statement. The basic organization of the two types is, of course, the same. The paragraph type summary need not necessarily be written in only one paragraph, though quite often only one paragraph is required. More than one paragraph is perfectly permissible. How many paragraphs do you think the passage we are dealing with will require for a continuous summary? On the basis of the outline type summary that we have just produced, write out a continuous summary in the space given below.

Now let us discuss how this should be written. In the present instance, because the outline summary already exists, our task is easier and we can just modify that outline to write a continuous summary. Let us start with the first point in the outline.

The first question that arises is : What do we do with the heading? We can no longer have headings as such, but we can, if we like, use the idea that occurs in the heading. In the present case, i.e. point 1, it would seem to be useful to keep it and use it as the first sentence instead of starting off directly with the old idea of pain. The second question that arises is : how do we change and modify the statement of the old and new ideas of pain in order to write a continuous paragraph? The following paragraph contains the ideas in the first point of the outline type summary :

> New research on pain is taking place. This shows that the old idea of pain, namely, that it was caused by nerve cells which sent electrical impulses to the brain, is no longer adequate. New work on pain shows that there are dozens of biochemical and electrical processes which colour our perception of painful stimuli.

What is the difference between the two types of summary? The first sentence here writes up the heading in the sentence form. A connection then has to be made between this and 'the old idea of pain'. This is done by stating 'This shows that .....is no longer adequate'. The words quoted here are not in the outline at all but they are necessary to link the new research with the old. The next sentence has 'New work on pain' and not 'New idea'. Why is this? Notice that in an outline summary, the pattern is very deliberately repeated, so under 'old idea of pain' is written 'new idea', repeating exactly the same words. In continuous writing, this kind of repetition is not desirable, for it becomes boring to read. It is therefore necessary to change the phrasing a little.

Should point 2 of the outline summary be in the same paragraph or in another one? Since the first paragraph is quite long and the second point is even longer, and also because there is a clear-cut separation between the points, it is desirable to put the information in another paragraph. What about the heading? Should it be retained? How shall we write out the beneficial and harmful effects? Should the last sentence of point 2 in the outline be kept separate as it is or should it form part of something which comes before? The following paragraph attempts to write out point 2 of the outline in continuous prose :

> When injury to any part of the body occurs, two types of nerves, 'slow' and 'fast', carry messages to the brain. The fast signal is felt as a sharp, localised pain; the slow signal as a longer-lasting, more general pain. At the point of injury, hormones called prostaglandins are released in addition to other chemicals. Prostaglandins have a beneficial as well as a harmful effect. They are beneficial because they attract blood which contains white blood cells and other substances that fight infection and promote healing. They are also harmful because they make the nerves more sensitive and therefore increase the pain.

Notice that we have added 'When injury *to any part of the body* occurs' , because when we are writing up a continuous summary, we cannot avoid stating things in a slightly fuller manner than in an outline type summary. Also, all the statements that have been separately stated under point 2, are brought together into one running paragraph. The separation of the beneficial effect and the harmful effect in the outline summary had been done in order to make this appear clearly. Since this kind of a separation is not possible in a continuous summary, another line has been added, namely, 'Prostaglandins have a beneficial as well as a harmful effect'. After that line follows 'They are beneficial because....' and then 'They are also harmful because.....'. Notice that subheadings are being changed into statements. An 'also' has been added in 'They are *also* harmful...' in order to draw a connection between the two sentences beginning with 'They are beneficial.....' and 'They are harmful .....'. One more change that has to be noted is that the last line of point 2 has been included in an earlier related line, namely, 'At the point of injury, hormones called prostaglandins are released in addition to other chemicals'. Since this can very easily be included earlier, there is no need to make a separate statement. This could of course have been done in the outline type summary as well.

Now let us deal with points 3 and 4. Since the two are related and point 3 is very brief, the two will be placed in the same paragraph. Again we shall have to do something about the headings. We shall also have to be careful that a link has been maintained between this paragraph, that is paragraph 3, and the previous one. The summary can then read as :

In order to cope with the pain, the brain and spinal cord release natural painkillers, which are sent down the spinal cord to block the pain message, i.e. to prevent the pain from being felt. Greater understanding of the nature of pain explains how some of the man-made painkillers work. For example, Aspirin blocks the production of prostaglandins (this keeps the swelling down and makes the nerves less exquisitely sensitive); local anaesthetics interfere with the electrical signals of pain; opiates, such as morphine, deactivate special chemicals in the nerves of the spinal cord and brain that receive the pain messages.

Notice that we have added a linking statement 'In order to cope with the pain' to connect this paragraph with the previous one. Such links are extremely important in making the writing clear and readable. Always ask yourself if you have established a clear connection between one sentence and the next (e.g., do you need to add a word like 'also', 'however', 'firstly', 'lastly', etc.) and between one paragraph and the next. There is a loose kind of link between Paragraphs 2 and 3 even without 'In order to cope with the pain', but by stating the implied link, the connection becomes very clear. A clarification is also added later in 'to block the pain message, *i.e. to prevent the pain from being felt*'. This is also done in order to make the meaning very clear. An outline type symmary, by its very nature, is much briefer; so these kinds of additions are not necessary there. A little later, in stating the examples, some other changes have been made. Instead of putting each type of painkiller in separate lines, we have to put them into a paragraph. In order to do this, the examples are separated from each other by semi-colons. The one explanation that follows the statement about Aspirin has been put in brackets to avoid the use of a full stop. This is because it would break up the statement of the examples. Being an explanation, it can appropriately be put into brackets.

Now write out this summary in full in the space given below. While you are writing this, concentrate on the types of changes that have been introduced here from the way in which the information appeared in the ouline type summary. You can check your answer with the summary given in the Appendix at the end of the unit.

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18.2 LET US SUM UP

Through these exercises, you have had some practice in writing summaries, both outline type summaries and those written in continuous prose. Summary writing is a very important activity. In addition to its usefulness in practical life, it is also very good training for the mind. The separation of important from less important ideas and the ability to condense information help in developing your mental faculties. It is advisable to continue to practise summarizing along the lines of these lessons, on passages drawn from newspapers, text-books, or any other source. You need a great deal of practice in order to learn to summarize well. It is an art worth learning.

18.3 KEY WORDS

en'vironment : surroundings

'plastic (noun) : a substance that is easily shaped or moulded; a synthetic resinuous substance, moulded under pressure while heated, or drawn into filaments for use in textiles.

18.4 SUGGESTED READING

Weakly, fortnightly and monthly magazines of general interest.

APPENDIX

Example 1

Summary I : Outline type

Plastic

1 **History :** Plastic has been used by us for a long time as a major material.

2 **Manufacture :** Ingredients : Plastic is mainly made from petroleum and natural gas.

3 **Effects on environment :** favourable and unfavourable :

a) The favourable effects of the use of plastic are :
   i) Plastic requires much less energy to produce than other materials.
   ii) There is less smoke and soot in its manufacture.
   iii) Other materials like wood also create toxic gases when burned, and non-plastics may catch or start fires more readily.

b) The unfavourable effects on the environment are :
   i) The ingredients used in manufacturing plastic are dangerous.
   ii) Common types of plastic produce toxic gases in fires.
   iii) Carbon-reinforced plastics can cause short circuits when burned.
   iv) Plastics are not biodegradable or recyclable. Thus they add to the earth's already enormous litter problem. (Attempts to make recycling easier are being made.)

4 **Future :** The use of plastic in the future is likely to increase greatly. In fact we may even make houses and bridges out of plastic.

Example 2

Outline type Summary of 'A New Route to Comprehending Pain'

1 **New research on pain**
Old idea of pain: that nerve cells sent electrical impulses to the brain.

New idea : that there are dozens of biochemical and electrical processes which colour our perception of painful stimuli.

2 **Bodily processes in feeling pain from injury**
When injury occurs, two types of nerves, 'slow' and 'fast' carry messages to the brain. The fast signal is felt as a sharp, localised pain; the slow signal as a longer-lasting, more general pain.

At the point of injury, hormones called prostaglandins are released.

Beneficial effect : Prostaglandins attract blood, which contains white blood cells and other substances that fight infection and promote healing.

Harmful effect : Prostaglandins make the nerves more sensitive and therefore increase the pain.

Other chemicals are also released, which make the nerves sensitive.

3 **Action of natural painkillers**
The brain and spinal cord release natural painkillers which are sent down the spinal cord to block the pain message.

4 **Action of man-made painkillers**
Greater understanding of the nature of pain explains how some painkillers work.

e.g. i) Aspirin : blocks the production of prostaglandins. This keeps the swelling down and makes the nerves less exquisitely sensitive.

ii) Local anaesthetics : interfere with the electrical signals of pain.

iii) Opiates, such as morphine : deactivate special chemicals in the nerves of the spinal cord and brain that receive pain messages.

Summary II of 'A New Route to Comprehending Pain'

New research on pain is taking place. This shows that the old idea of pain, namely that it was caused by nerve cells which sent electrical impulses to the brain, is no longer adequate. New work on pain shows that there are dozens of biochemical and electrical processes which colour our perception of painful stimuli.

When injury to any part of the body occurs, two types of nerves, 'slow' and 'fast', carry messages to the brain. The fast signal is felt as a sharp, localised pain; the slow signal as a longer-lasting, more general pain. At the point of injury, hormones called prostaglandins have a beneficial as well as a harmful effect. They are beneficial because they attract blood, which contains white blood cells and other substances that fight infection and promote healing. They are also harmful because they make the nerves more sensitive and therefore increase the pain.

In order to cope with the pain, the brain and spinal cord release natural painkillers which are sent down the spinal cord to block the pain message, i.e. to prevent the pain from being felt. Greater understanding of the nature of pain explains how some of the man-made painkillers work. For example, Aspirin blocks the production of prostaglandins (this keeps the swelling down and makes the nerves less exquisitely sensitive); local anaesthetics interfere with the electrical signals of pain; opiates, such as morphine, deactivate special chemicals in the nerves of the spinal cord and brain that receive the pain messages.

UNIT 19 DESCRIPTIVE COMPOSITION - 1 DESCRIBING PERSONS

Structure

Introduction to Units 19-21
19.0 Objectives
19.1 Introduction
19.2 Size, Build and Age
19.3 Educational Qualifications and Work Experience
19.4 Facial Features and Expression
19.5 Gestures and Gait
19.6 Habits
19.7 Dress
19.8 Likes, Dislikes and General Nature
19.9 Activity
19.10 Let Us Sum Up
19.11 Key Words
19.12 Suggested Reading
19.13 Answers to Self-Check Exercises

INTRODUCTION TO UNITS 19-21

Descriptive writing is an important type of composition. Very often you have to describe

- a person,
- a place or scene,
- an object,
- the working of a machine,
- the general conditions at a place,
- how common things are made or repaired,
- the operation of scientific instruments, and
- how we make use of public facilities.

In Units 19-21 we shall help you to describe all these in some detail. For this, you have to observe the people and the things around you very carefully. You will notice features like *size, shape, colour, smell, sound, dress, habits,* the expression of *feelings* and *movements.* And then you have to present a *clear and concrete picture* with words. The better your stock of words, the better will be your description. We cannot teach you all the words and phrases used in descriptions, but shall help you to use some of the important ones. You will then be able to recognize other descriptive words and phrases in the writings of others—in books, magazines, and newspapers. Then you can use them in your own writings and conversations.

19.0 OBJECTIVES

In Unit 19, we shall help you to describe

- a person, and
- his habits.

You will learn to use some adjectives to describe a person's build, his face, expressions, dress, and character.

You will also learn to use verbs that describe a person's activities and general manner, which make up his habits.

We shall give you some passages to show how we can describe persons and their habits. We shall also set exercises to make sure that you understand the descriptive words and phrases, and know how to use them properly.

19.1 INTRODUCTION

Every day in your life, you have to describe persons, as you have to talk about them in various situations. While talking, or writing a letter or a report, there will be occasions when you need to give some descriptions of people. Here are some situations in which you may have to describe persons and their habits.

i) You are talking to somebody about a relative or a friend of yours whom he does not know. You have to say what this person looks like and what his habits are.
ii) You saw a thief running away with some valuables from your house. You have to write a report to the police about it. You must describe what this man looked like and what he was wearing.
iii) Someone in your family has got lost. Full details of this person must be given to the police and to 'Doordarshan'.
iv) You are applying for a job or a passport. You have to fill in a form giving particulars like height, the colour of your eyes, the colour of your hair, etc.
v) You are telling someone about a person whom you like or dislike. You have to talk about some of his habits.

All the situations referred to above will require different kinds of description.

19.2 SIZE, BUILD AND AGE

When you first see a person, you notice his size. You get a rough idea of his

- height,
- weight,
- build, and
- age.

Read this passage:

> Shekhar is a tall man. He is more than six feet in height and generally walks with a stoop. He looks very skinny. Although he is about thirty years old, he looks much older. It seems as if he worked very hard, but got very little to eat.

Glossary

stoop/stu:p/: a habitual position with the shoulders bent or rounded

skinny/ˈskɪnɪ/: thin; without much flesh.

In the passage above, the words and phrases that describe Shekhar are:

> tall (height)
> more than six feet in height
> walks with a stoop (posture)
> very skinny (build)
> about thirty years old (age)

Notice the expressions which tell us what he looks like:

> very skinny
> much older
> as if he worked very hard

Also notice that we use the simple present tense in the description: *is, walks, looks, seems.* We also use the simple past tense in such descriptions.

Self-check Exercise 1

Rewrite the passage given above using the simple past tense throughout. Underline the verbs. Check your answer with that given by us at the end of this unit.

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Here are some other important words and phrases that describe

height	:	short of medium/average height 5 feet tall 6 feet 2 inches tall 163 cms. tall.
build	:	thin, fat slim (= thin but attractive) lean (= very thin) lanky (= tall and thin) gaunt/gɔːnt/(= very thin, as if ill or hungry) well-built weak plump/plʌmp/ (= rather fat; nicely rounded) chubby/ˈtʃʌbɪ/ (= having a full, round form, usually pleasing)
age	:	He's about forty. He's about ten years old. He could be in his teens (13 to 19). He's in his early thirties (30-34). He's in his late fifties (56-59). around 25 young middle-aged old elderly

Self-check Exercise 2

Read the following passage carefully.

When Bhanu was a young man in his early twenties, he weighed only 50 kg. He was lanky and his shoulders were a little hunched. But a teacher taught him some yoga exercises, and after that he became stronger. In his late thirties, he weighed 70 kg. and walked as erect as possible. Being 6 ft. tall, he looked well-built.

Fill in the table given below with words and phrases that describe Bhanu's age, weight, build, posture, and height at two different times.

Age	Early twenties	Late thirties
Weight		
Build		
Posture		
Height		

You may compare your answer with that given by us at the end of the unit.

19.3 EDUCATIONAL QUALIFICATIONS AND WORK EXPERIENCE

Read the following conversation. You will find that a candidate is answering questions about himself in front of the Interview Board. He is giving details about his age, height, weight, education, present job, and work experience.

Member of the Board : Mr. Ahmed, what is your date of birth?
Mr. Ahmed : It is the 5th of April, 1960.
Member : What is your height?
Ahmed : About 170 cms., Sir.
Member : Your weight?
Ahmed : About 68 kg.
Member : What are your educational qualifications?
Ahmed : I have a B.E. from the Indian Institute of Technology, Delhi.
Member : Where are you working at present?
Ahmed : At the National Textile Mills in Bombay.
Member : What is the nature of your work there?
Ahmed : I am an electrical engineer, sir.
Member : How long have you been working there?
Ahmed : For more than 5 years.
Member : Are you married?
Ahmed : Yes, sir.
Member : How many children have you got?
Ahmed : Two. A son and a daughter.
Member : That's an ideal family. What are your interests? What do you usually do in your spare time?
Ahmed : I listen to Indian classical music and read books.
Member : That will do.

Glossary

educational/ ˌedjʊˈkeɪʃənəl/: related to education

qualification/ˌkwɒlɪfɪˈkeɪʃən/: a proof that one has passed examinations and gained a certain degree of knowledge

graduate/ˈgrædʒuət/: one who has completed a university degree course

nature/ˈneɪtʃə/: type.

electrical engineer/ɪˈlektrɪkəl endʒɪˈnɪə/: an engineer who designs, installs and maintains electrical equipment

ideal/aɪˈdɪəl/: perfect

interests/ˈɪntrəsts/: activities and subjects to which one gives time and attention

classical music/ˈklæsɪkəlˈmjuːzɪk/: music composed with serious artistic intentions and having an attraction that lasts over a long period of time

Note: It is wrong to say: "What is your birth date?"
It is also wrong to say: "5.4.1960", but it is permitted in writing.

Self-check Exercise 3

Suppose you are writing a letter applying for a job. Give the details you will include in the information you have to send about yourself.

Compare your answer with that given at the end of the unit.

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19.4 FACIAL FEATURES AND EXPRESSION

Read the following passage:

> Kamla Baboo had a large forehead. His grey hair fell in little rings on his forehead. His bushy eyebrows were usually knitted. He always seemed to be deep in thought. He was in his seventies. His fair cheeks were sunken. There were dark shadows under the eyes. With his hooked nose he appeared cunning, but when he smiled, his expression was very gentle.

Note the words that describe Kamla Baboo's features and general expression:

large forehead/'fɒrɪd/: (= front of the head over the eyebrows)
grey hair/'greɪ'heə /:(= hair that is ash-coloured)
bushy/'bʊʃɪ/eyebrows:(= eyebrows with thick hair)
knitted/'nɪtɪd/:(= drawn together)
fair/feə/:(= light in colour)
sunken cheeks/'sʌŋkən'tʃi:ks/: (= cheeks that are hollow, having fallen inwards)
dark shadows (= a blackness under the eyes because of tiredness)
hooked nose/'hʊkt'nəʊz/:(= nose curved like a hook)
cunning
very gentle

Note: 'Hair' is never used in the plural when it refers to the hair on one's head. But we do say 'hairs on the body'. One's hair can be 'grey'; we do not say 'white'. The complexion or the colour of one's skin can be 'fair' or 'dark'; we do not usually say 'white' or 'black'.

Note the phrase 'seemed to be deep in thought'. We use *seems to/seemed to* in order to describe what we feel about a person. We may also use the phrases *looks as if/looked as if.* e.g., He looks as if he was very tired.

19.5 GESTURES AND GAIT

You can say a few words about a person's gestures—the way he moves his hands, eyebrows, etc. while talking. You can also say something about his gait—that is, the way he walks.

Read this passage:

> Mary is an intelligent girl and looks more so because she wears spectacles. In class, she listens to her teacher with great interest. Her hair is parted in the middle and there are two plaits on the back. She walks with a limp because her leg was injured in an accident. When she talks, she wants to say everything at the same time. So she stammers and keeps moving her hands wildly.

Glossary

parted/ˈpɑ:tɪd/: separated along a line

plaits/plæts/: twisted strands of hair forming one rope-like length

limp/lɪmp/: a way of walking with one foot dragging unevenly

stammers/ˈstæməz/: speaks with pauses and repeated sounds

wildly/ˈwaɪldlɪ/: in a manner that shows lack of control

The passage above gives us details about Mary's face, her gestures and gait.

Self-check Exercise 4

Match words in Column A with those in Column B. e.g., medium height.

A	B
medium	eyebrows
sunken	hair
knitted	nose
grey	skin
hooked	cheeks
wrinkled	height
dark	gait
middle	complexion
limping	age
lanky	person

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19.6 HABITS

So far you have seen how we describe a person's outer appearance. You have learnt to give details about one's size, build, age, facial features and expression, gait, and gestures.

Now we can include other details in our descriptions. For example, we can talk about a person's habits. The following facts give us an idea of one's habits:

i) his daily activities—at home and in the office,
ii) the way he generally dresses, and
iii) his nature, likes and dislikes, and general attitude to life.

Read the following passage:

> Kailas Babu was spotlessly neat in his dress on all occasions, though his supply of clothes was sorely limited. Every day he used to air his shirts and vests and coats and trousers carefully, and put them out in the sun, along with his bed-quilt, his pillow-case, and the small carpet on which he always sat. After airing them he would shake them, and brush them, and put them on the rock. His little bits of furniture made his small room decent, and hinted that there was more in reserve if needed. Very often, for want of a servant, he would shut up his house for a while. Then he would iron out his shirts and linen with his own hands, and do other little menial tasks. After this he would open his door and receive his friends again.
> (From Rabindra Nath Tagore: 'Babus of Nayanjore')

Glossary

spotlessly/ˈspɒtləslɪ/: without any stain

sorely limited/ˌsɔːlɪˈlɪmɪtɪd/: very small in quantity

quilt/kwɪlt/: a cover for a bed, made of two pieces of cloth with soft, warm material between them

airing/ˈeərɪŋ/:drying (clothes) by putting them in a place that has plenty of dry air

reserve/rɪˈzɜːv/: store

menial/ˈmiːnɪəl/: not interesting, not seeming important

The passage above describes Kailas Babu's habits:

dress	:	spotlessly neat
general activities	:	used to air his shirts, vests, coats and trousers; would shake them and brush them; would shut up his house and iron out his shirts and linen; do other little menial tasks; open his door and receive his friends.

When general or habitual activities relating to the past are described as in the passage above, we use the auxiliaries *used to* and *would* before the infinitive (the simple) form of the verb.

e.g. used to air his shirts.....
would shake them.....
would iron out his shirts.....
would open his door.....

For habitual actions in the present, the simple present tense is used.

Some words in the passage above indicate *frequency,* that is, how often the activities are repeated.

e.g., on all occasions
every day

Some words indicate *sequence,* or the order in which things follow one another.

e.g., after
then

Self-check Exercise 5

Make ten meaningful sentences by joining the words and phrases given in the columns below:

e.g., John washes his face and gets dressed.

Words indicating sequence/frequency	Subject	Activity	Time
Then Sometimes and	John he	is late and is scolded by his boss. works very hard. washes his face and gets dressed. returns home goes to office goes to bed has dinner walks listens to the radio gets up	at 8 p.m. by 7 p.m. at 9 a.m. by 10 p.m. after dinner. for an hour before breakfast. at 6 a.m.

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After making the sentences, arrange them so that we get a description of John's daily routine. Add the words indicating sequence/frequency only after you have made all the sentences.

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You may compare your answers with those given at the end of this unit.

19.7 DRESS

Read this passage:

> He stopped; for there shuffled round the corner, from the roaring Motee Bazar, such a man as Kim, who thought he knew all castes, had never seen. He was nearly six feet high, dressed in fold upon fold of dingy stuff like horse-blanketing, and not one fold of it could Kim refer to any known trade or profession. At his belt hung a long open-work iron pencase and a wooden rosary such as holy men wear. On his head was a gigantic sort of tam-o'-shanter. His face was yellow and wrinkled, like that of Fook Shing, the Chinese bootmaker in the bazar. His eyes turned up at the corners and looked like little slits of onyx.
> (From Rudyard Kipling: *Kim)*

Glossary

shuffled/ˈʃʌfld/: walked by dragging his feet slowly along

roaring/ˈrɔːrɪŋ/: making a deep loud continuing sound

dingy/ˈdɪndʒɪ/: dirty and faded

horse-blanketing/ˈhɔːsblæŋkətɪŋ/: thick cloth used for covering horses to protect them from cold

trade/treɪd/: a particular business

profession/prəˈfeʃn/: a form of employment, especially one that is honourable and is possibly only for an educated person and after training in some special branch of knowledge

open-work: a pattern with spaces in between threads

rosary/ˈrəʊzərɪ/: a string of beads used for counting prayers

gigantic/dʒaɪˈgæntɪk/: unusually large in size

tam-o-shanter/ˌtæməˈʃæntə/: a tight-fitting flat topped hat

wrinkled/ˈrɪŋkld/: formed into folds

slit/slɪt/: a narrow opening

onyx/ˈɒnɪks/: a type of precious stone having bands of various colours in it

From the passage above what details do we get about the person described?

his manner of walking	:	he shuffled
his height	:	nearly six feet high
his dress	:	fold upon fold of dingy stuff like horse-blanketing At his belt hung an iron pencase and a wooden rosary. He wore a large hat.
his facial features	:	yellow complexion; wrinkled skin; eyes turned up at the corners.
his trade or profession	:	it was difficult to say.

To make the details concrete and clear, the objects to be described are compared to other things.
Examples:

the cloth worn by the man was 'like horse-blanketing', which is usually thick and coarse.
the wooden rosary was 'such as holy men wear'.
his complexion was 'like that of Fook Shing, the Chinese bootmaker'.
his eyes looked like 'slits of onyx', that is, they shone through narrow openings.

Note: When we compare one thing with another in the way shown above, using the word *like* or *as,* we call it a *simile.*

Self-check Exercise 6

Read the following passage:

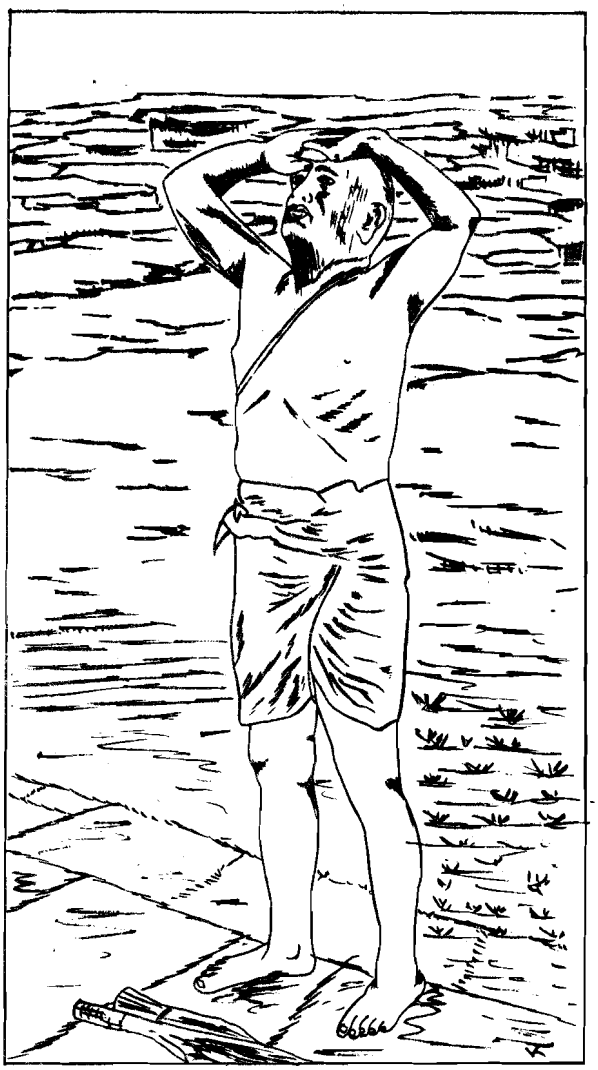
> The Noanama are a handsome people; tallish and well-built with the heavy chest and shoulders of men accustomed to rowing; their dark hair in a bowl-like fringe around the head; light-skinned, narrow-nosed and high-cheekboned, mongoloid in appearance with penetrating dark eyes. The women are often beautiful, with long flowing black hair and wearing no more than a cloth about their waist. Sometimes they put 'bija', a red dye, on their faces, and flowers in their hair. For ceremonies they cover their bodies with blue 'jagua' dye in a series of designs. But it is the men, especially the unmarried boys, who dress up for special occasions with magnificent silver pendants, strings of blue, orange, red and white porcelain beads which come from Panama, and are an indication of wealth—so many that they can scarcely move their heads from side to side. Finally there is the glistening white shirt, a symbol of status and the only European garment we ever saw them wearing.

You have to fill in details in the appropriate columns of the chart given below. Use your dictionary where necessary. Give just the descriptive words. Some details are already filled in.

Subject	Height	Build	Facial features and complexion	Hair	Dress and ornaments
The Noanama people	tallish	well-built;	handsome; light-skinned; narrow-nosed;	dark; bowl-like fringe	
Women					

Subject	Height	Build	Facial features and complexion	Hair	Dress and ornaments
Unmarried boys					

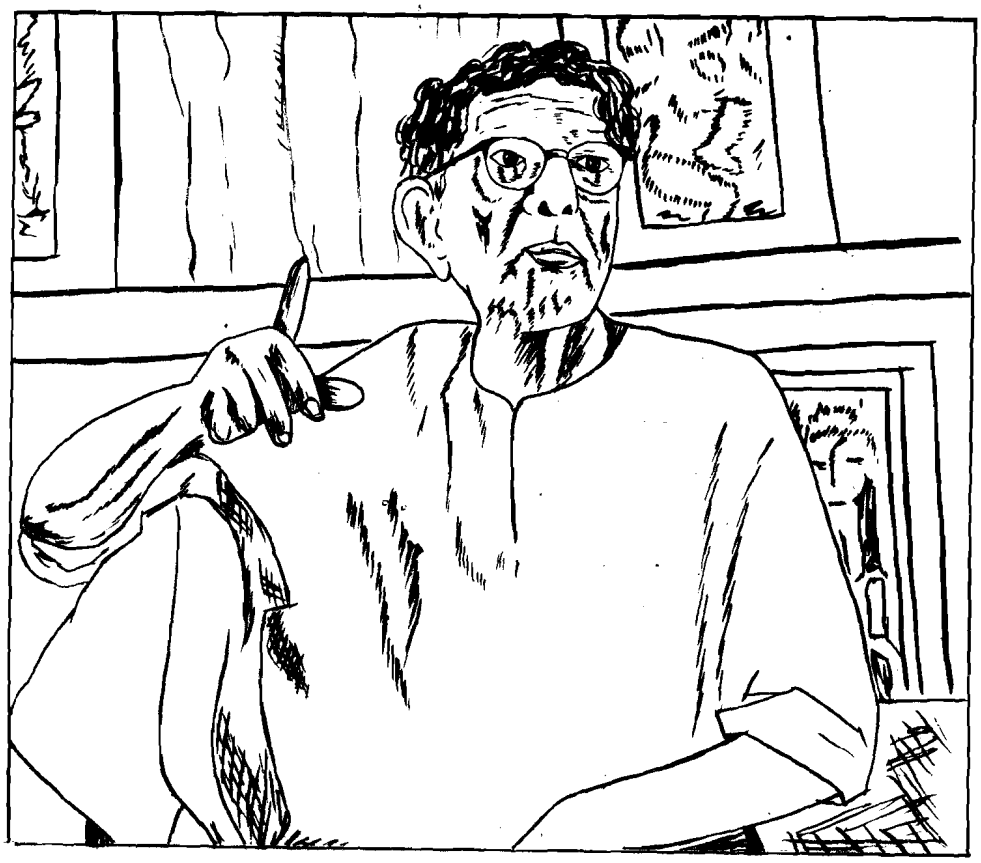
Now look at the picture below. Let's describe the man as fully as we can, using suitable words to describe his size, age, face, clothes and expression. Let's call him Narayana.



Narayana is a well-built man. He has a big chest, and strong arms and legs. His head is half-shaven and his round face is clean-shaven. He is wearing small ear-rings. The sacred thread falls across his big chest. A dhoti is worn around his waist and thighs. His eyes are turned upwards and his hands are joined on his forehead. He seems to be praying.

Self-check Exercise 7

Look at the next picture.



Give a description of the man in about 10 sentences. Compare your answer with that given by us at the end of the unit. You can call the man by any name.

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19.8 LIKES, DISLIKES AND GENERAL NATURE

We can describe a person's likes, dislikes, food habits and general nature.

Read the following passage:

> 'Akbar liked to eat different types of fruit, particularly watermelons. He ate very little meat and drank little wine. He was very generous by nature. On every happy occasion, like a victory or a festival, he gave away gifts from the royal coffers. He was God-fearing and tried to be just to all. He loved people who were devoted to their duties and punished those who were idle.'

Glossary

generous/ˈdʒenərəs/: showing readiness to give money, help, etc.

coffer/ˈkɒfə/: a large strong chest for holding money

ˈgod-fearing: leading a good and virtuous life

deˈvoted: spending a great deal of time and effort on (something)

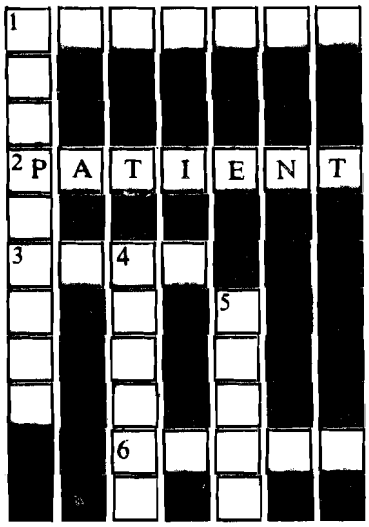
idle/ˈaɪdl/: not working

Self-check Exercise 8

Fill in this crossword puzzle with the words given below. Use your dictionary where necessary. The clues are given for you.

Check your answers with those given at the end of the unit.

thrifty	naive
rude	temperate
patient	stoic
daring	



Clues Across:

1. Using money and goods wisely (7 letters)
2. Able to wait for something calmly for a long time (7 letters)
3. Not at all polite (4 letters)
6. Having no experience of social rules or behaviour (5 letters)

Clues Down:

1. Showing self-control (9 letters)
4. Very brave (6 letters)
5. A person who shows no feelings of worry when faced with something unpleasant (5 letters).

19.9 ACTIVITY

When you see an interesting person for the first time, make a mental note of all aspects of his personality—size, appearance, clothes, etc. Write the details in a diary.

19.10 LET US SUM UP

In this unit, you have learnt

i) how to describe a person—his outward appearance, clothes, etc.
ii) how to give details about yourself in an application form or at an interview,
iii) how to describe a person's habits and daily activities, and
iv) how to describe a person's nature in general.

19.11 KEY WORDS

ˌcompoˈsition : putting words together for a piece of writing

con dition : the present state of things

deˈscribe : say what somebody or something is like

exˈperience : the process of gaining knowledge or skills by doing or seeing things

ex pression : the process of showing one's meaning, feeling, etc. by words, looks and actions

ˈfeature : part of the face

gait : a manner of walking or running

ˈgesture/ˈdʒestʃə/: the use of expressive movements

ˈnature : the physical and mental qualities which belong to a person

ˌqualifiˈcation : training, etc. which equips somebody for a position or a profession

19.12 SUGGESTED READING

Stories by Rabindranath Tagore.

19.13 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

Shekhar *was* a tall man. He *was* more than six feet in height and generally *walked* with a stoop. He *looked* very skinny. Although he *was* about thirty years old, he *looked* much older. It seemed as if he *worked* very hard, but *got* very little to eat.

Exercise 2

Age	Early twenties	Late thirties
Weight	50 kg.	70 kg.
Build	lanky	well-built
Posture	hunched shoulders	erect
Height	6 ft.	6 ft.

Exercise 3

Specimen Answer

Name	:	Rahul Trivedi
Date of Birth	:	6th September, 1962
Height	:	170 cms.
Weight	:	70 kg.
Educational Qualifications	:	i) High school from the U.P. Board of High School Education, 2nd division, 1978. ii) Bachelor of Arts, Ramjas College, Delhi University, Delhi, 2nd Division, 1982.
Work Experience	:	Salesman at New Punjab Department Store, Delhi, 1983 to the present.
Married	:	Yes
Number of children	:	One
Interests	:	Cycling; Modern Art.

Exercise 4

medium height
sunken cheeks
knitted eyebrows
grey hair
hooked nose
wrinkled skin
dark complexion
middle age
limping gait
lanky person

Exercise 5

(There are many possibilities. Here are some.)

He is late and is scolded by his boss.
He works very hard.
He washes his face and gets dressed.
He returns home by 7 p.m.
He goes to office at 9 a.m.
He goes to bed by 10 p.m.
He has dinner at 8 p.m.
He walks for an hour before breakfast.
He listens to the radio after dinner.
He gets up at 6 a.m.

John's Daily Routine

John gets up at 6 a.m. He washes his face and gets dressed. Then he walks for an hour before breakfast. He goes to office at 9 a.m. Sometimes he is late and is scolded by his boss. He works very hard and returns home by 7 p.m. He has dinner at 8 p.m. and then he listens to the radio. He goes to bed by 10 p.m.

Exercise 6

Subject	Height	Build and body	Facial features and complexion	Hair	Dress and Ornaments
The Noanama people	tallish	well-built; heavy chest and shoulders	handsome; light-skinned; narrow-nosed; high-cheek-boned; mongoloid; penetrating dark eyes	dark; bowl-like fringe	

Women	body covered with blue 'jagua' dye in a series of designs	beautiful; a red dye on the face	long; flowing; black; flowers in the hair	cloth about the waist
Unmarried boys				Silver pendants; string of blue, orange, red and white procelain beads; glistening white shirt

Exercise 7

Ranga Baboo is the headmaster at Government High School, Ranchi. He has worked there for thirty years, and is now in his sixties. He is about 5 ft. 9 inches tall and looks gaunt because of old age. He has grey hair and sunken cheeks. There is a serious expression on his face and his forehead is wrinkled. He wears spectacles and his eyes have an expression of surprise.

Exercise 8

Across: 1. thrifty, 2. patient, 3. rude, 6. naive.
Down: 1. temperate, 4. daring, 5. stoic.

UNIT 20 DESCRIPTIVE COMPOSITION- 2 DESCRIBING PLACES AND OBJECTS

Structure

20.0 Objectives
20.1 Introduction
20.2 Location and Size
20.3 Sounds and Smells
20.4 The Objects Associated with a Place
20.5 Describing Particular Objects
20.6 Activity
20.7 Let Us Sum Up
20.8 Key Words
20.9 Suggested Reading
20.10 Cassette Recording
20.11 Answers to Self-check Exercises

20.0 OBJECTIVES

In this unit we shall help you to describe

- places, and
- objects.

You will learn to give details like *location, size, shape* and *colour* while describing a place, and also give a general idea of the *atmosphere* of a place by noticing details like *sounds, smells* and *activities.* You will also learn to describe a *particular object,* giving details like those for a place, as well as its *design, texture* and *use.*

20.1 INTRODUCTION

In Unit 19, you learnt how to describe people and their habits. But people are always associated with their surroundings. They live, move and work in different places—the house, the office, the factory, the market, etc. They also use various objects in their daily life—furniture, modern machines, various appliances and gadgets—at home and in the office. They buy or sell things in the shops. In one situation or another, we need to describe places and objects. With a good description we can make others see, hear and feel as we do. This requires two things:

- ability to see more details
- ability to describe them.

For the first, you must sharpen your senses—your hearing and vision. For the second, you must improve your stock of descriptive words and phrases.

There are various situations in which you need to describe a place or an object. Some of these situations might be the following:

i) You are describing an interesting event that took place at the railway station. You have to give a few details of the platform and the objects found there.
ii) You are describing the beautiful scenes of a hill-station to your family. You write about the location, the height, the houses, the hills, the flowers, etc.
iii) You want to sell your house and advertise in the local newspaper. You must give various details like location, accommodation, fittings, etc.
iv) You want to buy a bicycle of a particular type. You describe the special features of the bicycle to the shop-keeper.

These are only some of the situations where a description is necessary. There are, of course, many more. Each of these situations requires a different kind of description.

20.2 LOCATION AND SIZE

Read the following passage:

My Uncle's House

My uncle has a small, single-storeyed house. It has only two living rooms. The larger one is 10 feet by 8 feet in size. The smaller one is only 6 feet long and 5 feet wide. The ceiling is quite low. It must be only 8 feet high. The doors are only 5 feet 6 inches high and you have to bend your head to enter the house. The house is situated at the end of Mandir Marg, just opposite Rajkot Public Library. Behind the house there is an open field where children fly kites and play football. My uncle has used the little space on both sides of the house to grow vegetables and fruit trees. The house is hardly two hundred metres away from the Central Market and it takes only ten minutes to walk from the house to the market.

The words and phrases that tell us about the *location* of the house are:

at the end of Mandir Marg;
just opposite Rajkot Public Library;
behind the house there is an open field;
space on both sides of the house;
hardly two hundred metres away from the Central Market.

The *size* is indicated by these words and phrases:

small
single-storeyed
two living rooms
larger room: 10 feet by 8 feet in size
smaller room: only 6 feet long and 5 feet wide
ceiling is quite low—8 feet high.

Notice that all the verbs are in the present tense—simple present or present perfect.

My uncle *has* .....
It *has* .....
The ceiling *is* .....
My uncle *has* used .....
It *takes* only ten minutes .....

Self-check Exercise 1

Read the following conversation.

Rajiv	:	You know, Ganga, we've bought a new house in Vasant Vihar and we're throwing a house-warming party on Sunday. You must come.
Ganga	:	Thank you very much. But how do I get to your house?
Rajiv	:	Take a bus from your locality and get off at the post office at Vasant Vihar. There is a lane on your left as you face the post office. Our house is the sixth on the left in this lane. It is opposite Raja Dairy and just ahead of Little Flower School.
Ganga	:	Is it a large house?
Rajiv	:	Well, it is quite large. There are five rooms—three on the ground floor and two on the first. The plot of land is about fifty feet by forty feet in size. There's a lawn in front and a kitchen garden at the back.

Ganga : That really is a large house. I must come to your party to see the house. Goodbye till then.

Rajiv : Bye

Write down the words and phrases which describe the *location* and *size* of the house. Check your answers with those given by us at the end of the unit.

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20.3 SOUNDS AND SMELLS

You can describe a place by giving details of the sounds and smells associated with it.

Read the following passage.

> It was the beginning of November when we left Calcutta for Harsingpur. The place was new to me, but the scents and sounds of the countryside pressed round and embraced me. The morning breeze coming fresh from the newly ploughed land, the sweet and tender smell of the flowering mustard, the shepherd-boy's flute sounding in the distance, even the creaking noise of the bullock-cart, as it groaned over the broken village road, filled my world with delight. The memory of my past life, with all its ineffable fragrance and sound, became a living present to me, and my blind eyes could not tell me I was wrong. I went back, and lived over again my childhood. Only one thing was absent: my mother was not with me.
>
> I could see my home with the large peepul trees growing along the edges of the village pool. I could picture in my minds's eye my old grandmother seated on the ground with her thin wisps of hair untied, warming her back in the sun as she made the little round lentil balls to be dried and used for cooking. But somehow I could not recall the songs she used to croon to herself in her weak and quavering voice. In the evening, whenever I heard the lowing of cattle, I could almost watch the figure of my mother going round the sheds with lighted lamp in her hand. The smell of the wet fodder and the pungent smoke of the straw fire would enter into my very heart. And in the distance I seemed to hear the clanging of the temple bell wafted up by the breeze from the river bank.
>
> (From Rabindranath Tagore: 'Vision' in *Hungry Stones and Other Stories,* Macmillan India Ltd., 1985).

Glossary

embraced/im'breɪst/: took and held (me) in the arm; surrounded (me)

ploughed/plaʊd/: made ready for sowing seeds by breaking the earth and making grooves in the soil

mustard/'mʌstəd/: a plant with yellow flowers and tiny seeds that are ground for oil

shepherd-boy/'ʃepəd bɔɪ/: a boy who takes care of sheep in the field

creaking/ˈkriːkɪŋ/: like the sound of a badly-oiled door when it opens

groaned/grəʊnd/: made a loud sound as if in pain

ineffable/ɪnˈefəbl/: which cannot be described

fragrance/ˈfreɪgrəns/: a sweet smell

wisps/wɪsps/: small strands

lentil/ˈlentl/**balls:** balls of ground lentil (small round seeds of a beanlike plant dried and used for food)

croon/kruːn/: sing gently in a low, soft voice

quavering/ˈkweɪvərɪŋ/: shaky

lowing/ˈləʊɪŋ/: noise made by cows

fodder/ˈfɒdə/: rough food (like grass and straw) for cattle

pungent/ˈpʌndʒənt/: having a strong, sharp and stinging smell

wafted/ˈwɑːftɪd/: carried lightly through the air

The words and phrases in the passage which describe the *smells* of the countryside are:

the sweet and tender smell of the flowering mustard;
fragrance;
the smell of the wet fodder;
the pungent smoke of the straw fire.

The words and phrases which describe the *sounds* are:
the shepherd-boy's flute;
the creaking noise of the bullock-cart;
groaned;
croon;
weak and quavering voice;
the lowing of cattle;
the clanging of the temple bell.

Note the difference in the meaning of the following words:

smell/smel/: a quality noticed by the nose

scent/sent/: a) a smell as left by animals and followed by hunting dogs;
b) a particular, usually pleasant smell

fragrance/ˈfreɪgrəns/: a sweet or pleasant smell

odour/ˈəʊdə/: a smell, especially an unpleasant one

perfume/ˈpɜːfjuːm/: a kind of sweet-smelling liquid, often made from flowers

Self-check Exercise 2
Read the following passage. Pick out the words describing sounds and smells. Check your answers with those given by us at the end of the unit.
(Use your dictionary if necessary.)

> My little room overlooks a busy street in the town. Early in the morning I am rudely awoken by crows cawing for scraps of food. The dogs bark and the pigs grunt at the garbage heaps. The first carts laden with vegetables and fruit trundle along. The cycle-rickshaws pass by with their bells tinkling. Cars screech to a halt at every turning. In the middle of the street, there is a bull bellowing for his daily ration. Every time a car or a truck goes by, thick choking fumes fill the air. And when the garbage is removed, the rotten smell of decaying vegetables and fruit rises to my window. But sometimes, the fragrance of incense is wafted from the shop below.

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20.4 THE OBJECTS ASSOCIATED WITH A PLACE

When describing a scene—a railway station, a post office, a busy street, a hospital, or a beautiful landscape—you must focus attention on the various interesting things that are part of the scene. They may be permanent features of the scene or moving objects usually found there.

Read the following passage:

> The hot and crowded bazars blazed with light as they made their way through the press of all the races in Upper India, and the lama mooned through it like a man in a dream. It was his first experience of a large manufacturing city, and the crowded tram-car with its continually squealing brakes frightened him. Half pushed, half towed, he arrived at the high gate of the Kashmir Serai: that huge open square over against the railway station, surrounded with arched cloisters, where the camel and horse caravans put up on their return from Central Asia. Here were all manner of Northern folk, tending tethered ponies and kneeling camels; loading and unloading bales and bundles; drawing water for the evening meal at the creaking well-windlasses; piling grass before the shrieking, wild-eyed stallions; cuffing the surly caravan dogs; paying off camel-drivers; taking on new grooms; swearing, shouting, arguing, and chaffering in the packed square.
> (From Rudyard Kipling: *Kim*)

Glossary

blazed/bleɪzd/: shone brightly

press/pres/: a crowd

mooned/mu:nd/: wandered about

manufacturing/ˌmænjʊˈfæktʃərɪŋ/: producing things in large quantities by machinery

tram-car/ˈtræmkɑ:/: an electric car running on rails through streets used as public transport

squealing/ˈskwi:lɪŋ/: making a long and very high sound

towed/təʊd/: pulled along

arched/ɑ:tʃt/: having arches (= curved tops)

cloister/ˈklɔɪstə/: a covered passage with open archways on the sides

tethered/ˈteʒəd/: fastened with a rope so that the animal can move only within a limited area

ponies/ˈpəʊnɪz/: small horses

bale/beɪl/: a large tightly tied mass of goods

windlass/ˈwɪndləs/: a machine for pulling objects by means of a turning part, often with a handle

shrieking/ˈʃri:kɪŋ/: crying out with a high sound

wild-eyed/ˈwaɪld aɪd/: showing strong feelings, especially of anger, in the eyes

stallion/ˈstælɪən/: fully grown male horse used for breeding

cuffing/ˈkʌfɪŋ/: giving a light blow with the hand

surly/ˈsɜ:lɪ/: bad-tempered

caravan/ˈkærəvæn/: a group of people with vehicles or animals travelling together

swearing/ˈsweərɪŋ/: cursing

chaffering/ˈtʃæfərɪŋ/: haggling, bargaining

Now let's see what objects are mentioned and what details are given about them. We may also note the various sounds.

Objects	*Details* (size, sights & sounds, shape, location, activity)
bazars	hot and crowded; blazed with light
city	large, manufacturing city
tram-car	crowded; continually squealing brakes
square	huge; open; against the railway station; packed
cloisters	arched
ponies	tethered
camels	kneeling
well-windlasses	creaking
stallions	shrieking; wild-eyed
caravan dogs	surly

The general *atmosphere* of the place is also built up by describing various *activities:*

- the lama mooned through it;
- half pushed, half towed;
- tending tethered ponies;
- loading and unloading bales;
- drawing water;
- piling grass;
- cuffing the surly caravan dogs;
- paying off camel-drivers;
- taking on new grooms;
- swearing, shouting, arguing, and chaffering.

Self-check Exercise 3

Read the passage below, which describes a village market. Fill in the chart given below with details from the passage. Use your dictionary if necessary.

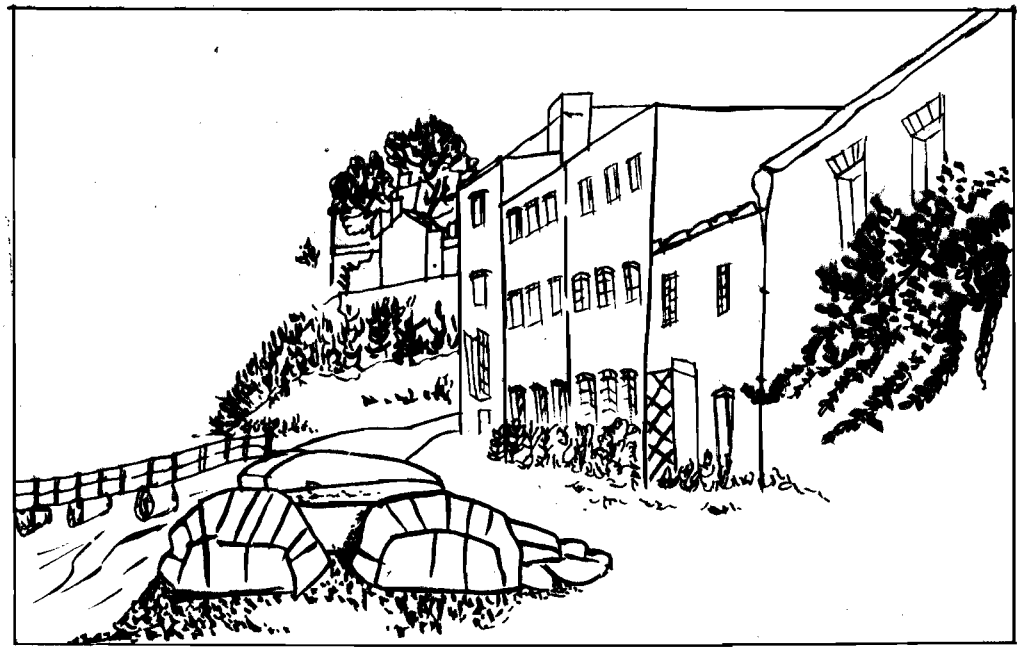
The Gopalganj Market

The vendors sit in a large semi-circle with their baskets around them. Poles are fixed in the ground and clothes are hung on them. The red, yellow, green and lemon-coloured 'chunnis', blouses, shirts and pants flutter in the breeze like little flags. Pyramids of potatoes and other vegetables are piled up in front. Silver bangles, ochre dyes and vermillion powder are arranged in containers. Everywhere you hear the noise of haggling and hawking. The children rend the air with their whistles. The smell of frying onions and garlic fills the air.

Object	Location	Size	Shape	Colour	Sound	Smell	Activity
place where vendors sit		large	semi-circle				sit hawking

You may check your answers with those given by us at the end of the unit.

Now look at the picture below:



Let's describe the scene. While doing so, we shall have to imagine the colours, smells and sounds of the place.

My Grandfather's House

My grandfather's house stands near the Gaggar River. It is pale yellow in colour and has lovely red and blue windows with soft, white curtains. Half of the house has a red tiled roof with a chimney. The other half has a terrace where we sit on pleasant summer evenings. A creeper climbs up the right side of the house. Jasmine plants grow near the door. The sweet fragrance of roses and jasmine flowers fills the air. The whole day you hear the chirping of birds and at night the crickets sing. A narrow path winds up from grandfather's house to a little house with a sloping roof and two large chimneys. A wooden bridge is used to cross over to the other side of the river. In front of grandfather's house, there are two large rocks surrounded by pebbles.

Glossary

terrace/ˈterɪs/: a flat roof used as an outdoor living area

jasmine/ˈdʒæzmɪn/: a type of flowering plant

cricket/ˈkrɪkɪt/: (here) a type of insect

path/pɑːθ/: a track or way made by people walking over the ground

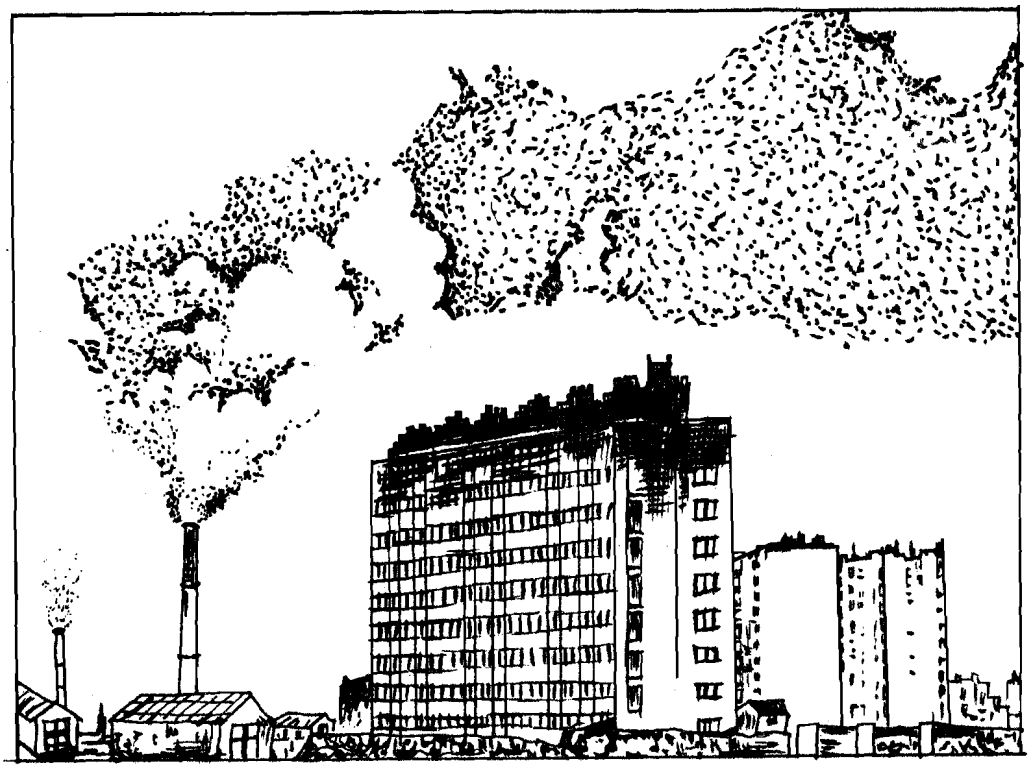
pebbles/ˈpeblz/: small roundish smooth stones

Note the following details in the passage:

Object	*Details*
house	stands near the Gaggar River (location); pale yellow (colour)
windows	red and blue
curtains	soft, white
roof	red; tiled; with a chimney
terrace	we sit there on pleasant summer evenings (activity)
creeper	up the right side of the house
jasmine plants	near the door (location)
roses and jasmine	sweet fragrance
birds	chirping
crickets	sing
path	narrow; winds up
another house	little; with sloping roof and two large chimneys
bridge	wooden; to cross over (use)
rocks	in front of grandfather's house; two; surrounded by pebbles

Self-check Exercise 4

Look at the picture below and describe it in about 100 words. Imagine the colours, sounds, and smells. Compare your answer with that given by us at the end of this unit.



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20.5 DESCRIBING PARTICULAR OBJECTS

You have already learnt how to describe a place and the objects found there. Now you must learn to focus your attention on describing a particular object. While describing an object you must give the same details as when describing a place—location, size, shape, colour, sound and smell. You must add a few more details:

- texture
- use

When considering the texture, you have to describe what material the object is made of, and how its surface feels to the touch. This will depend on the design of the material. For example, if you run your hand on a piece of cloth, it might feel rough, ribbed, dotted or smooth as silk. You can say that the cloth has a rough texture, a smooth texture, and so on.

Read the following passage which describes the tea-set in the picture below. We shall have to imagine the colours.

The china crockery here includes a large plate in which one may serve snacks. The plate is curved up slightly at the rim. It has a golden border, and a number of circles are painted at some distance from the rim. At the centre is a picture of a red rose with buds and green leaves all around it. The tea-pot has a narrow bottom, but curves outward towards the centre. It has a spout and a handle like a triangle. There are designs in bas-relief along the borders of the lid and the pot. The milk-pot has a concave shape with a gently curved lip. There is also a convex bowl for sugar and a tea-cup in a saucer. All of them have the same floral design. The background colour of the set is light pink.

Glossary

crockery/ˈkrɒkəri/: cups, plates, etc. usually made of china clay

snacks/snæks/: things eaten informally between meals

spout/spaʊt/: an opening from which liquid comes out

bas-relief/ˌbɑːriˈliːf/: a design that stands out on a surface

concave/ˌkɒnˈkeɪv/: curved inward

convex/ˌkɒnˈveks/: curved outward

floral/ˈflɔːrəl/: of flowers

The description above gives these details:

plate	large (size) for serving snacks (use) curved up slightly at the rim (shape) golden border (colour) circles (design) pictures of a red rose with buds and green leaves (design)
tea-pot	narrow bottom (shape) curves outward towards the centre (shape) handle like a triangle (shape) designs in bas-relief along the borders (design)
milk-pot	concave (shape) gently curved lip (shape) for milk (use)
bowl	convex (shape) for sugar (use)
All the objects	light pink background (colour) floral design

Self-check Exercise 5

Make up a small dialogue between two friends. One of them is describing a wall-clock that he got as a gift. Write only about 150 words. Compare your answer with that given by us at the end of the unit. Begin the dialogue like this: "What did your grandfather give you for your birthday?"

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20.6 ACTIVITY

Look carefully at some of the objects at your house and in your office. Write down brief details about them.

20.7 LET US SUM UP

In this unit, you have learnt

- to write and speak about a place by giving details like location, size, shape, colour, etc.,
- to describe the atmosphere of a place by giving details of sounds, smells and activities, and
- to describe objects of daily use by giving details like those for a place, as well as the texture, design and use of the object.

20.8 KEY WORDS

atmosphere: feeling, e.g., of good, evil, that the mind receives from a place

location: position or place

20.9 SUGGESTED READING

Rabindranath Tagore: *Hungry Stones and Other Stories,* Macmillan

Rudyard Kipling: *Kim*

20.10 CASSETTE RECORDING

A video-cassette recording based on Units 19-20 is available at the study centres of the University.

20.10 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

Location : in Vasant Vihar;
lane on your left as you face the Post Office;
the sixth on the left in this lane;
opposite Raja Dairy;
just ahead of Little Flower School;
a lawn in front;
a kitchen garden at the back

size : quite large;
there are five rooms;
The plot of land is about fifty feet by forty feet in size.

Exercise 2

sounds : crows cawing;
dogs bark;
pigs grunt;
carts trundle along;
bells tinkling;
screech to a halt;
bull bellowing

smells : rotten smell of decaying vegetables and fruit;
fragrance of incense

Exercise 3

Person/ Object	Location	Size	Shape	Colour	Sound	Smell	Activity
place where vendors sit		large	semi-circle				sit hawking
poles	fixed in the ground						
clothes	hung on the poles						
'chunnis', blouses, shirts & pants				red, yellow, green, and lemon-coloured			flutter in the breeze
potatoes and other vegetables	piled up in front		pyramids				
bangles, dyes, powder	arranged in con-tainers			silver, ochre, vermillion			
	everywhere				haggling, hawking		
children					rend the air with their whistles		
onions and garlic						smell of frying	fills the air

Exercise 4

This is an industrial area in a big city. There are three multi-storeyed buildings. The staff and workers of the nearby factory live in the hundreds of flats here. You can see a chimney, about 100 ft. high, in the distance. Thick black and yellow smoke is coming out of it. A foul smell of gas fills the air. You can hear the sound of machines and trucks day and night.

Exercise 5

Specimen Answer

Salim : What did your grandfather give you for your birthday?

Ajit : A beautiful wall-clock.

Salim : What's it like? Can you describe it for me?

Ajit : It's round, about 12 inches in diameter. The border is golden and the dial is chocolate brown. The hands have radium on them and shine in the dark. Below the dial there is a glass cover through which you can see the pendulum. This is in the form of a bird which sways to and fro. Every hour you can hear the chime.

UNIT 21 DESCRIPTIVE COMPOSITION - 3 DESCRIBING CONDITIONS AND PROCESSES

Structure

21.0 Objectives
21.1 Introduction
21.2 Describing Conditions
21.3 Describing Processes
  21.3.1 How things are made
  21.3.2 How instruments and apparatus are to be used
  21.3.3 How to apply for a passport or a post
21.4 Let Us Sum Up
21.5 Key Words
21.6 Suggested Reading
21.7 Answers to Self-check Exercises

21.0 OBJECTIVES

In this unit you will learn how to describe

- conditions, and
- processes.

In other words, you will learn to describe the activities you see and the impressions you get about a place. You will also learn to describe how common machines and gadgets are to be used and how we apply for a passport or a post.

21.1 INTRODUCTION

You have seen in Unit 20 how we describe the outward appearance or look of a place—how a place stands in relation to its surroundings and what objects are seen in that place. In this unit, we shall see another aspect of a place—the general conditions there. When we look at the place, does it look tidy or untidy, orderly or disorderly? And in general we may consider whether the place gives an impression of wealth or poverty, health or disease, happiness or sadness.

Some of the situations in which you would need to describe the conditions of a place are:

i) You are describing to a friend the conditions in the office where you work. You are not happy with the conditions and you point out the broken furniture and the dusty files. You also mention the lack of cooperation among the staff.
ii) You return to your village school after many years and notice the improved condition. You describe it to an old class-mate.
iii) You write a letter to the editor of a local newspaper. You want to draw the attention of the local government to the poor conditions in your area.
iv) You are a newspaper reporter. You are sent to report on a slum and you describe the conditions there.

Remember that describing the conditions at a place must not be confused with narration. In a narration, we describe the activities relating to a particular event, but in a description we describe the general conditions that exist at a place.

In Section 21.3 you will learn how to describe processes. We have to use machines and gadgets every-day in our lives and we need to describe how they work. The situations may be like the following:

i) You describe how to prepare a particular dish.
ii) You describe how your tape-recorder works, to a friend who wants to borrow it.
iii) An instruction manual describes how an appliance or machine works.
iv) You advise your friend on how to apply for a passport or for a post.

21.2 DESCRIBING CONDITIONS

Read this passage. It is a description of a slum.

> We parked our car at the road-side and walked down the left side of the road. In front of us was a row of tents made of soot-black pieces of cloth sewn together. Every time a big truck passed by on the highway, a cloud of dust rose and settled on the tents. In the background were the high-rise buildings of Bombay.
>
> We had to cross over to the tents by jumping on boulders thrown into pools of slimy water. Mosquitoes and flies swarmed around us. The stench of night-soil came from the bushes. A wiry woman came out of a tent. She might have been only 30, but her wrinkled face and streaks of grey in her hair made her look older. A few naked, sickly children gathered around us curiously. Some other children were trying to keep the dogs away from their scraps of food.
>
> "We come from 'the Sarkar' ", we said.
>
> The woman started and her blank eyes filled with hatred. She let out a stream of abuse and spat on the ground. "They took away our houses because they wanted to make a road in this area. Now what else do they want?"

Glossary

highway/ˈhaɪweɪ/: a broad main road, often leading from one town to another

high-rise/ˈhaɪraɪz/: built very high, usually with several floors

boulders/ˈbəʊldəz/: large stones

slimy/ˈslaɪmɪ/: like partly liquid mud

swarmed/swɔːmd/: moved in large numbers

stench/stentʃ/: a strong bad smell

night soil/ˈnaɪtsɔɪl/: waste matter from the human bowels

streak/striːk/: a thin line or band different from what surrounds it

started/ˈstɑːtɪd/: made a sudden movement out of fear or surprise

In the passage above, the following objects and persons are described. Their qualities are described too:

Objects and Persons	*Details*
tents	made of soot-black pieces of cloth; layer of dust on them
water	slimy
mosquitoes and flies	
night soil	gives-off stench

woman	wiry looked much older than her actual age; streaks of grey in her hair; wrinkled face; blank eyes filled with hatred
children	naked; sickly
activities	woman lets out abuse and spits children try to keep the dogs away

Now what impressions do we gather about the place?

The place is unhealthy for living because of the slimy pools of water and the insects which probably breed there. The slum-dwellers are living a sub-standard life. That is, their standard of living is much lower than what human beings should have. They are very poor. The government does not care for them. The woman says that 'the sarkar' took away their houses to make a road in that area. They suffer from disease. The children are sickly and eat whatever food is available. The woman has grown old too early. They have had no education. The woman spits and lets out a stream of abuse.

Self-check Exercise 1

Now here is a description of an office. Make a list of the objects described, the details given about them, and the activities described. Then in a few words say what your general impressions about the place are.

> The office was on the first floor. As we walked up the stairs, we noticed 'paan' spittle splashed on the walls. In the office, there were about twenty tables, but only five were occupied. I approached one of the persons present and asked him if the office was closed that day. He ignored me and walked away to open a cupboard. When he returned, I repeated the question. He grunted and looked away. When I waited a little longer, he glared at me. 'Don't disturb me. I'm busy,' he said. So I sat down quietly on a stool in a corner. I wondered what I should do now. My eyes fell on the cobwebs on the ceiling, and then on the fan. It rattled so noisily that I was afraid it might fall down and crush me. The plaster on the wall was coming off at places. There were chairs resting on three legs. I looked at the piles of paper covered with dust. I wondered whether I would ever be able to get the certificate I wanted. It must have got lost there in the piles.

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Contrasts in conditions

Now here are two small passages about two different hospitals. One is in a good condition and the other is in a very poor condition. Let's read them first. Then we shall point out the contrasts between them.

Passage 1

The nurses kept chatting away cheerfully to the patients. They cracked jokes with the older ones and tickled the children. There were ten beds on either side. Each of them was covered with a clean, white sheet. On the walls, there were pictures depicting stories from famous books. Bright sunlight came in through the large windows. In a corner, Asha, one of the nurses, kept fomenting a patient's swollen leg.

Exactly at 9.30 a.m., the doctor, followed by four house surgeons, entered. A wave of cheer ran through the ward. 'How are you?' and 'Namaste' were exchanged. There was a sense of relief on the faces of even the groaning patients.

Glossary

cracked jokes/ˈkrækt ˈdʒəʊks/: told jokes in a clever or amusing way

tickled/ˈtɪkld/: touched lightly with the finger to produce laughter

fomenting/fəʊˈmentɪŋ/: putting a warm cloth or liquid on a part of the body to lessen pain

house surgeons/ˈhaus,sɜ:dʒənz/: junior doctors completing hospital training and often living in the hospital

ward/wɔ:d/: a division in a hospital

Passage 2

It was already 11 a.m. None of the doctors had arrived yet. There were ten patients on broken cots. The unlucky ones were sprawling on the floor. The patients groaned and turned from side to side. The only attendant there scolded them for making such a noise. An earthen pot covered with cobwebs stood in the corner. When I peeped into it, I saw a film of dust floating. Soon a wind blew through the broken window panes. Rain trickled down through small gaps in the tiles of the roof.

Glossary

sprawl/sprɔ:l/: sit or lie with the arms and legs loosely spread

film/film/: a thin layer

trickled/ˈtrɪkld/: flew in drops

First let us *contrast* the *objects* in the two hospitals.

Passage 1	*Passage 2*
beds covered with clean, white sheets	broken cots
pictures on walls	none mentioned
Sunlight comes in through large windows.	The wind blows through broken window panes and rain trickles through the roof.

Now contrast the *activities.*

Passage 1	*Passage 2*
The nurses chat cheerfully with patients.	The attendant scolds patients.
All the patients have beds.	The unlucky ones sprawl on the floor.
Asha foments a patient's swollen leg.	No service given.
The doctor arrives on time.	No doctor arrives.

Now we can form our general impressions of the conditions in the two hospitals.

In the first, the atmosphere is cheerful and patients receive full care. In the second, patients are completely ignored and even scolded. In the first, the conditions are such that the patients have a feeling of relief. In the second, the condition of the patients is likely to worsen.

Self-check Exercise 2

Write two descriptive paragraphs. In the first, describe the improvements in water supply brought about in your locality by the government. In the second, describe a locality where the conditions are very poor. Write only 10 lines on each. Compare your answers with those given by us at the end of this unit.

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Self-check Exercise 3

Read the following passage carefully and answer the questions given at the end of the passage. Use your dictionary if necessary. Check your answers with those given by us at the end of the unit.

> Next morning I went with him to the cave to have a look at the musical notations he had discovered. We had to pass through the main cave and beyond it into a vault by a crumbling ladder. A fierce, terrifying place. Nothing on earth would have induced me to go to a spot like that, stuffy, fierce, and dark. "There may be cobras here," I said. He ignored my fears. "You should feel at home, then," he said and we laughed. And then he lit a lantern and showed me the wall on which he had scraped off the lime and discovered new pictures. They were the usual, grotesque, ancient paintings of various figures, but he managed to spell out the letters around them, and take them down as musical notations. It was nothing I could make out or make use of. They were abstract verses about some theories of an ancient musical system or some such thing. I said, "If these were about dancing, I could perhaps have tried—" He looked up sharply. The word "dance" always stung him. I was afraid to go on with the subject. But there squatting on the ancient floor, amidst cobwebs and bats, in that dim lantern light, I felt courage coming back. "Will you permit me to dance?"
>
> (from R.K. Narayan: *The Guide*)

Tick (✓) the correct answer.

1) The place described in this passage was
   a) a cave.
   b) an artist's studio.
   c) an old house.

2) The place was
   a) well-kept.
   b) old and decaying.
   c) disorderly.

3) The feeling caused by this place was that of
   a) cheerfulness.
   b) fear.
   c) mystery.

4) The paintings on the walls were about
   a) dancing.
   b) old secret magic.
   c) music.

5) The cobwebs and bats in the place showed that
   a) people still lived there.
   b) people didn't live there any more.
   c) animals lived there.

6) The place was usually
   a) lit by a lantern.
   b) lit by sunlight.
   c) dark.

21.3 DESCRIBING PROCESSES

You often need to describe how things are made, and how different kinds of instruments and apparatus are to be used.

21.3.1 How things are made

Read this dialogue between two housewives. One of them is describing how 'onion dosai' is made.

Salma : Kaveri, how do you prepare 'onion dosais'?

Kaveri : Oh, that's very simple. Clean and wash 65 grams of rice and 35 grams of 'urad daal'. Soak them together in water for 3 to 4 hours. Grind some tamarind and one red chilli together and mix the paste with the 'daal' and rice. Grind all this together till you get a coarse paste. Grate 4 small onions and half a coconut, and mix them with the paste.

Salma : Then?

Kaveri : Heat a greased 'tava' or iron plate and spread a portion of the paste on it. Cover it with a lid for a minute and allow it to cook. After that turn it and fry the other side, adding some more oil, till you get a crisp and brown dosai.

Salma : How many 'dosais' can one get from the quantity of paste you mentioned?

Kaveri : About a dozen.

Glossary

soak/səʊk/: keep (something) in water to make it soft

grind/ɡraɪnd/: crush into fine particles

grate/ɡreɪt/: rub (something, usually food) on a hard rough surface to break into small pieces

tamarind/'tæmərɪnd/: the fruit of a tropical tree

greased/ɡri:st/: rubbed with oil

Note that in the description of the process of cooking, all the verbs used are in the *imperative form:*
clean, wash, soak, grind, mix, grate, heat, spread, cover, allow, turn, fry

Note the words and phrases used to indicate

quantity : 65 grams of rice
35 grams of 'urad daal'
4 small onions
half a coconut

place : soak them in water; spread a portion of the paste on it

time : for 3 to 4 hours
for a minute

effect : till you get a coarse paste

sequence : *After that* turn it and fry .....

means : Cover it *with a lid*.....

Self-check Exercise 4

Write a description of how Salma prepared the 'onion dosais'. Use the sentences from the dialogue above. Change the verbs into the simple past tense. Begin:
Salma cleaned and washed 65 gms. of rice and 35 gms. of 'urad daal'.
You may compare your description with that given at the end of this unit.

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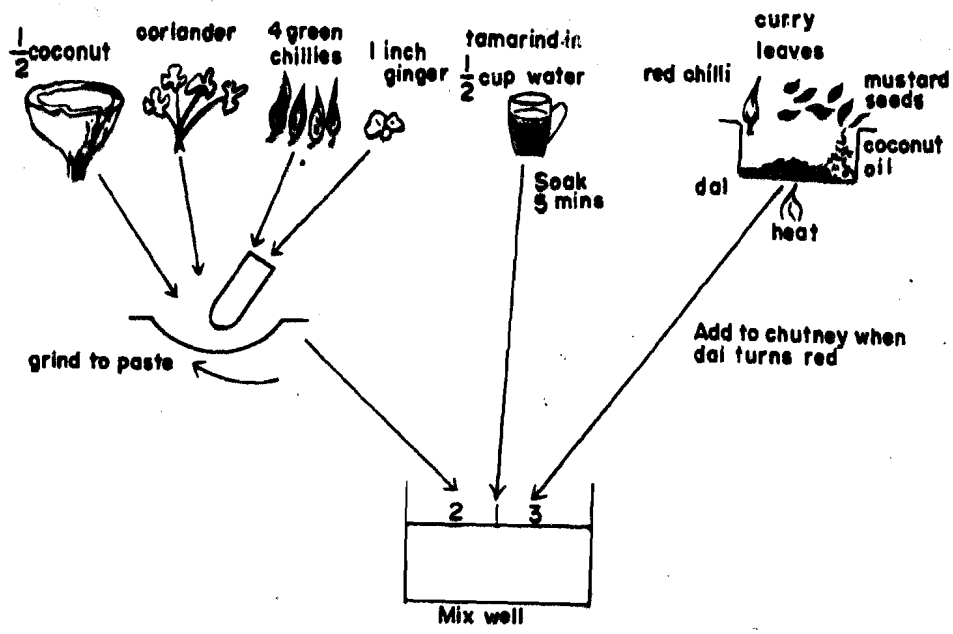
Self-check Exercise 5

The diagram below shows the different stages in making coconut chutney. The arrows are used to show the direction of the process, and where the ingredients are added. The curved arrow shows movement.



(From Sarah Freeman: *Written Communication in English*, Orient Longman)

Following the diagram closely, try to describe in words how to make the chutney. Put numbers for the different stages in the process—1, 2, 3. You may compare your answer with that given at the end of this unit.

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21.3.2 How instruments and apparatus are to be used

Here is a passage from an instruction booklet that describes how to use a TV set. The booklet is given with the new TV set.

i) Install the antenna firmly so that it does not bend or rotate in strong winds.
ii) Fit the mains plug of the TV set tightly into the electric line socket.
iii) Connect the antenna wire tightly to your TV set.
iv) Make certain that the direction of the antenna is correct. Ask your service engineer about this.
v) Now switch on your TV set.
vi) Turn the large knob on the right to select the desired channel. For example Delhi A operates on Channel 4.
vii) Adjust the controls for fine tuning, volume, tone, contrast and brightness to get the best reception.

Glossary

install/ɪn'stɔ:l/: fix in position for use

rotate/rəʊ'teɪt/: turn round a fixed point

antenna/æn'tenə/: aerial (= a wire, rod, or framework put up to receive radio or television broadcasts)

socket/'sɒkɪt/: an opening or hollow place that forms a holder, into which something fits

reception/rɪ'sepʃən/: the receiving of radio or television signals

The instructions above are given in the *imperative* form:
install, fit, connect, make certain, ask, switch on, turn, adjust.

But when we want to describe the process instead of giving instructions to the user, we use the passive voice. e.g.,

Imperative: Install the antenna firmly.....
Passive Voice: The antenna is installed firmly....

Self-check Exercise 6

Rewrite the instructions for the use of the TV set in the form of information about the process. Use the passive voice. Check your answer with that given at the end of this unit.

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21.3.3 How to apply for a passport or a post

Read the dialogue below:

Victor : D'you know, Ravi, I've got a scholarship to go to the U.S.A. for studies in medicine?

Ravi : Congratulations!

Victor : You've already been abroad. Tell me how I can get a passport.

Ravi : First, get an application form from the Regional Passport Office at Calcutta. Fill in all the particulars.

Victor : What sort of particulars?

Ravi : You have to give details about your date of birth, place of birth, your parents, and educational qualifications. You also have to state the purpose of your visit abroad. You must get a letter from the university abroad giving you the scholarship. Attach this letter to your application. You must get your form signed by a government officer of the rank of a first class magistrate or above.

Victor : How long will it take to get the passport?

Ravi : Oh, about 2 months or so.

In the dialogue above, notice the use of

i) *imperatives.*

get an application form
fill in all the particulars
attach this letter to your application....

ii) *modals*

You have to give details.....
You have to state.....
You must get a letter.....
You must get your form signed.....

Self-check Exercise 7

Write a short dialogue between two friends. One is instructing the other on how to apply for a post. Compare your answer with that given by us at the end of the unit.

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Activity

i) Read the instructions given in a recipe book.

ii) Read the instructions given with the domestic appliances you buy.

iii) Read the instructions given at public places for the use of various facilities.

21.4 LET US SUM UP

In this unit, we have given you practice in describing

- the general conditions at a place,
- the process of making things, like items of food,
- the operation of common machines and apparatus, and
- the process of applying for a passport or a post.

21.5 KEY WORDS

con 'dition: the present state of things

'process: a series of operations

'instrument: implement or apparatus used in performing an action

ˌappaˈratus: a set of instruments or other appliances put together for a purpose

ˈpassport: a government document to be carried by a traveller abroad, giving personal particulars

slum: a street of small, badly built, dirty, crowded houses

ˈcontrast: difference

21.6 SUGGESTED READING

R.K. Narayan: *The Guide*

21.7 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

Objects	*Details*
walls	splashed with 'paan' spittle
twenty tables	only five occupied
ceiling	has cobwebs
fan	rattled noisily
plaster	coming off
chairs	resting on three legs
papers	piles of them covered with dust

Activities

The person I approached	He ignored me, walked away to open a cupboard, grunted, looked away, glared at me.

General Impressions

There is no discipline in the office. Many of the employees have not come in time or maybe they will not come at all. The one person who is present is not helpful. In fact, he is bad-tempered. The office has not been cleaned and it is not maintained properly. Papers are not stored or filed properly. On the whole there is no proper organization in the office.

Exercise 2

Specimen Answers

a) Our area, Rajbari, has improved a lot since last year. The local government must be praised for this. Last year, the people here suffered because of water shortage in the summer. Now there are overhead storage tanks from which water is supplied to the houses. Hand-pumps have also been fitted at a number of places on the roads.

b) The conditions in our locality, Rajbari, have become worse during the last five years and the local government pays no attention to our problems. In summer, the people have to walk a mile to the nearest well to fetch water. In the rains, the large holes on the roads get filled with water and children often fall into them. One of the two schools has closed down because of shortage of funds and the other is in a bad condition.

Exercise 3

1) a
2) b
3) b
4) c
5) b
6) c

Exercise 4

Salma cleaned and washed 65 grams of rice and 35 grams of 'urad daal'. She soaked them together in water for 3 to 4 hours. Then she ground some tamarind and one red chilli together and mixed the paste with the 'daal' and rice. After that, she ground all this together till she got a coarse paste. Then she grated 4 small onions and half a coconut and mixed them with the paste. She heated a greased 'tava' or iron plate and spread a portion of the paste on it. Then she covered it with a lid for a minute and allowed it to cook. After that she turned it and fried the other side, adding some more oil till she got a crisp and brown dosai. She made a dozen dosais altogether.

Exercise 5

1) Mix some tamarind in half a cup of water and let it soak for five minutes.
2) Take half a coconut, some coriander leaves, 4 green chillies and an inch of ginger, and grind them all to a paste.
3) Heat some coconut oil with some 'daal', red chillies, curry leaves and mustard seeds. Heat till the 'daal' turns red and then add it to the coconut paste and the tamarind water already prepared.
4) Mix well and your coconut chutney is ready.

Exercise 6

The antenna is firmly installed so that it does not bend or rotate in strong winds. Then the mains plug of the TV set is tightly fitted into the electric line socket. The antenna wire is tightly connected to the TV set. It should be made certain that the direction of the antenna is correct. The service engineer should be asked about this. Then the TV set is switched on. The large knob on the right is turned to select the desired channel. For example Delhi A operates on Channel 4. Finally, the controls for fine tuning, volume, tone, contrast and brightness are adjusted to get the best reception.

Exercise 7

Ganesh : Manish, there was an advertisement today inviting applications for a teacher's post at the Government High School, Rampur. How do I apply for it?

Manish : Write to the Secretary of the School for an application form. You must send a stamped envelope with your address on it. And the price of the form must be sent by a postal order. When you receive the form, fill in the details asked for. These will include your educational qualifications and work experience. You have to send attested copies of the certificates with the completed application form.

Ganesh : Thank you.

UNIT 22 NOTE-TAKING - 3

Structure

22.0 Objectives
Cassette Recording
22.1 Introduction
22.2 A Good Listener
22.3 Some Basic Equipment for Note-taking
22.4 Parts of a Lecture
22.5 Taking Notes from a Lecture
22.6 Reconstructing Notes
22.7 Let Us Sum Up
22.8 Answers to Self-check Exercises
Appendix: Recorded Texts

22.0 OBJECTIVES

In this unit, we shall discuss the special skills required in taking notes while one is listening to a lecture. We shall also give you some guidance in cultivating good listening habits.

After you have taken notes, it often becomes necessary to reconstruct your notes into a report, a paper or even an examination answer. We shall give you some practice in reconstructing notes.

After you complete this unit, you should be able to

- prepare yourself to get the best from a lecture,
- differentiate among the various parts of a lecture,
- take notes while listening to a lecture, and
- reconstruct your notes.

Cassette Recording
A cassette recording accompanies this unit and is available on payment.

22.1 INTRODUCTION

In the first two units on note-taking we dealt with the techniques of taking notes from reading texts. In this unit we shall deal with the taking of notes while one is listening to lectures. There are some important differences between taking notes while one is reading and doing it while one is listening. The special skills required to take notes while one is listening will be focused on here. While we shall, in this unit, concentrate mainly on 'lectures', it should help you in other listening activities as well.

After you have taken notes—especially from different sources—it becomes necessary to 'reconstruct' your notes, i.e. rewrite them in a fuller and more comprehensive form. We shall also deal with some of the methods of reconstructing notes.

22.2 A GOOD LISTENER

Good listening does not begin with listening; you must think *before* you listen. And you must think *while* you listen too.

Even before a lecture or a talk begins, a good listener generally prepares himself for what he is going to hear—provided, of course, he knows the topic of the lecture. If you prepare yourself for all your important listening activities, you will learn more easily and more efficiently. The first stage is to ask yourself questions about what you are going to hear. If you know the topic or the title of the lecture in advance, try asking yourself: Do you know anything about the topic at all? What do you expect to learn? How will it relate to the other topics that have already been discussed? How do you think it will relate to your job/your interests/your opinions on this subject? Questions like these will attune your mind to what you are about to hear. They will also make it easier for you to integrate the new information, i.e. make it a part of your active knowledge.

You must think *while* you listen too. As you listen to what the speaker is saying, you think ahead of what he may say next. You see how the small points add up to form the main ideas. Often you can spot a point or an idea that is missing. You may even disagree with some of the points that the speaker is making. Then you must make a note of these and put them in brackets. In note-taking, unlike summarizing, you are expected to write about your own views as well.

Self-check Exercise 1

Here are some possible topics for lectures. Write down 3 or 4 questions on each topic which you might expect the lecturer to answer.

1) The computer: its capabilities and limitations

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2) Religious and social reform movements in 19th century India.

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3) Diseases: 'Cholera'

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22.3 SOME BASIC EQUIPMENT FOR NOTE-TAKING

Besides being mentally alert for taking notes during a lecture, you must be physically equipped for it as well. Unlike note-taking from a reading text, where you can work at your own pace, note-taking while listening is a much faster activity. Since you have to keep pace with the speaker, you should be ready with some basic materials. These are pens/pencils and notebooks/paper.

1) **Pens:** Choose whatever you are comfortable with. It is a good idea to have pens of more than one colour at your disposal. Colour contrast can do a lot to make some parts of the information stand out.

2) **Notebooks/paper:** It is best not to choose a notebook with small-size sheets for your notes. Your notes will tend to be cramped in a very small space, and at a later date they may even be incomprehensible. A 30 cm. × 22 cm. size notebook will give you enough room on each page to lay out your notes properly.
   Writing notes on loose sheets of paper which are later put in a file is perhaps the best method. You can later rearrange the sheets to suit your convenience: for example, you can take passages out if you need them or you can put in, say, newspaper clippings and other material relating to your notes at the appropriate place.

22.4 PARTS OF A LECTURE

You may have noticed that many lectures can be divided into three parts. These are:

i) **Introduction:** The speaker 'sets the scene' for his lecture. He may revise what he said earlier. He will probably give you the gist of what he is going to say in the lecture.

ii) **Main part of the lecture:** Here he will make his points, with examples.

iii) **Summing up:** The speaker may round off his lecture by going over the main points again, or by briefly stating his point of view.

22.5 TAKING NOTES FROM A LECTURE

Many students have a habit of trying to take down every word of a lecture. They generally end up with a lot of rather messy information. When you take down notes, you should be selective of what you want to write down. You will naturally want to select the main points and some subsidiary points which relate to the main points. While listening, how do you identify the main points and differentiate them from the subordinate points? What are the cues that tell you that the speaker is rounding off his lecture? Also, how do you separate the main text from digressions and repetitions? The different aspects of a lecture are usually differentiated by the way in which the speaker presents them.

i) Before the beginning of a new lecture, a teacher often spends as much as five minutes recapitulating what he talked about in his earlier lecture, and tries to link it with the main points of the lecture he's about to begin. This prepares the student to listen to what the teacher has to say. But remember, there is no need to take down notes for this part of the lecture.

   Some of the semantic markers that the teacher might use are:

   If you remember, last time we talked about.....
   In the previous lecture we talked about.....
   In the last lecture we discussed.....

ii) Very often the main ideas of a lecture are signalled by semantic markers, such as:

   It is important to note that.....
   The point you must remember is.....
   I would like to emphasize.....
   The next point is crucial to my argument.....
   I would like to direct your attention to.....

Speakers often list their main points. The semantic markers that can be used are:

First,
In the first place,
Second,
Third,
My next point is/Next,/Then/After that
Last,/Finally,

There are also non-verbal ways of indicating the main points. One method is *visual display* (e.g., by putting the main points on the blackboard). Sometimes you will find that the lecturer's facial expression and gestures make his meaning clear.

iii) Often examples and points of lesser importance are also signalled. The speaker may use phrases such as:

For instance,.....;
For example,.....;
Let's take.....;
Let met give you some examples .....;
I might add.....;
To illustrate this point.....;

(Examples and points of lesser importance should be related briefly to the main points as already shown in the earlier units on note-taking.)

iv) When a speaker or even a writer is about to sum up his lecture, or a part of it, the semantic markers he uses are likely to be:

To summarize what I have tried to say,.....
What I have been saying is this.....
If I can just sum up,.....
In conclusion,.....

v) Speakers often tend to digress, i.e., say things which have very little to do with their main topic, or are related to it in a roundabout way. Speakers will sometimes digress deliberately in order to make their lecture interesting, amusing, or topical. If the lecture is on a serious subject, a humorous digression is used to give a break to the listeners. (There is no need to note down digressions.) Digression markers are expressions like

By the way,.....
I might note in passing.....
I remember this incident that happened in Chicago.....

vi) Generally, a lecture contains a lot of repetition. This makes the listener's task much easier. While taking down notes, you must make sure that you do not take down the same points over and over again. Some phrases which might help you identify repetition are:

Let me put it this way,.....
In other words,.....
To put it in another way,.....
That is to say,.....
To repeat what I have said so far,.....

Despite the fact that you are positively 'set' to listen to a lecture, you may still find that at some point of the lecture, your comprehension of it breaks down altogether. This may be because the lecturer speaks too fast, or because you have lost track of what he is saying. It is essential that you do not give up when this happens, but listen as intently as you can, jotting down a key word here and there. You may later consult other listeners and complete your notes.

Self-check Exercise 2

You will now lisen to six recorded extracts from lectures on different subjects. For each extract, write down whether you think

a) it is the beginning of a lecture,
b) it gives the main points of a lecture,

c) it gives an example,
d) it has repetition in it,
e) it has a digression, or
f) it is a summing up.

(You may listen to these extracts at the nearest study centre set up by the university. If you are unable to go to the study centre, ask a friend in your neighbourhood who speaks English well to read them to you. The texts of these extracts are given in the Appendix at the end of this unit.)

Extract 1 .....

Extract 2 .....

Extract 3 .....

Extract 4 .....

Extract 5 .....

Extract 6 .....

Self-check Exercise 3

You will now listen to a lecture on the history and development of the computer as it is today. You may either listen to it at home on your cassette player, or at the study centre. In case neither is possible, ask a friend in your neighbourhood who speaks English well to read it out to you. Before you listen to the lecture, read the questions below. You may attempt to answer the questions while you are listening.

1) State whether the following statements are true (T) or false (F).
   a) Even today we count on our fingers and learn counting on a kind of abacus. ( )
   b) Napier produced the first logarithm table which is still used by mathematicians. ( )
   c) Isaac Newton and Leibnitz together invented calculus. ( )
   d) The first calculating machine was invented by Charles Babbage. ( )
   e) Transistors replaced vacuum tubes in the computer. ( )
   f) As computers evolved, their size increased and also their dependability. ( )
   g) Today's computer circuits can be put on a chip. ( )

2) Match the information given in Column A with that given in Column B.

Column A	Column B
a) Calculus	i) a bead frame in which beads are moved from left to right.
b) Slide rule	ii) used transistors instead of vacuum tubes.
c) Abacus	iii) a branch of mathematics
d) The Analytical Engine	iv) the first that used integrated circuits
e) Third generation computers	v) could perform thousands of calculations per second.
f) Second generation computers	vi) a mechanical device for multiplying and dividing
g) First generation computers	vii) was never completed.

Self-check Exercise 4

Listen to the lecture again and take notes as you listen. What sort of organization would you suggest for taking notes from a lecture with this type of content? You will remember that in the last unit on note-taking (Block 2, Unit 9), we suggested

that a passage that contained information on different aspects of a single topic could be most conveniently set out in the form of a list or a table. This lecture has a similar kind of content. Complete the Table below with the notes you may have taken.

Notes

..... (i) .....

Time	People	..... (ii) .....
1. Primitive times	—	10 fingers + abacus
2. C 17th + C 18th	a. (iii).....	calculat^{g} device = mod$^{n.}$ slide rule
	b. (iv).....	(v).....
	c. Newton + Leibnitz	(vi).....
3. 1820	No. of people	(vii).....
4. 1830	(viii).....	(ix).....
5. (x).....	Prof. H. Aiken + IBM Engineers	(xi).....
6. 1946	(xii).....	(xiii).....
7. 1947	(xiv).....	(xv).....
8. 1950	—	(xvi).....
9. (xvii).....	—	(xviii).....
10. (xix).....	—	3rd gen$^{n.}$ computers – control^{d} by integrated circuits
11. early 70's	—	(xx).....

22.6 RECONSTRUCTING NOTES

After you have taken down notes, it is probably necessary at some point to reconstruct them into a report, a paper or even an examination answer. For this, you need to bear in mind the difference between note-taking and reconstructing notes.

When taking notes, we ignore the convention of writing complete sentences in order to record information as quickly and briefly as possible. However, in reconstructing notes we have to adopt the style of formal writing. Some of the differences between notes and formal writing are listed in the table below:

Notes	Formal Writing
Omission of linking verbs, articles and prepositions	Full forms of verbs; articles and prepositions included
Use of abbreviation devices	Words written in full
Different types of lay-out to show development of ideas. For instance, tables, diagrams, lists, etc.	Ideas developed in complete, connected, and properly punctuated sentences.

Self-check Exercise 5

Now do the following exercise in reconstructing notes. Read the notes below and write them up in a short paragraph of about 100 words. Then compare your answer with the specimen paragraph given by us at the end of this unit.

Notes

Rabies

1) Virus transmitted by rabid animals, esp. dogs.

2) Carried to central nervous system + brain

3) Symptoms (appear up to 6 mths. later)

a. thirst

but b. revuln. against water—diffiy in swallows.

c. high fever—paralysis + convulsions – death.

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Self-check Exercise 6

The notes below are given in the form of a table. Write them up in the form of a passage of about 150 words. The first paragraph of the passage is given to you.

These notes show you the contrast between two types of ancient man, i.e. Neanderthal and Cro-Magnon man. You are already aware of the technique of developing paragraphs by comparison and contrast. It would be a good idea to read this section in Block 1, Unit 2 again, before you attempt to write the passage.

Notes

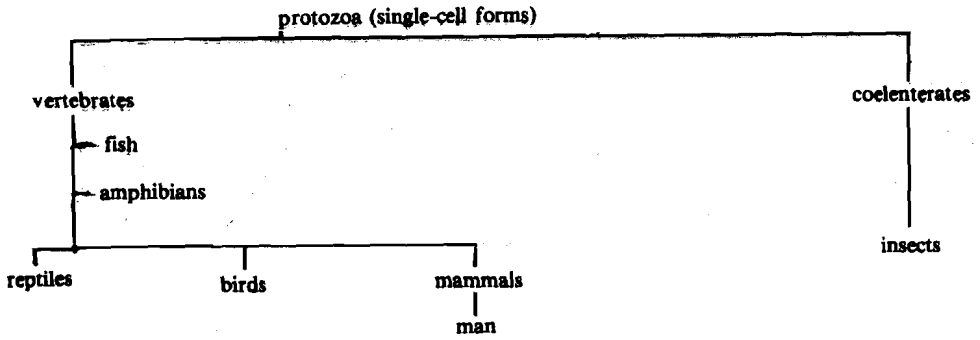
Neanderthal and Cro-Magnon Man

	Neanderthal	Cro-Magnon
Body Structure	brain large as man; unusually large skull; massive jaw; large front teeth; short, ca. 1½ m.	like mod^{n} man; prominent chin; high-bridged nose; small even teeth; taller than Neand$^{l.}$ man
Food Habits	eat^{g} flesh of animals hunted + killed; wild fruit	hunter; later cultiv^{d} + raised crops and animals
Art	crude drawings of tools + animals	1st fine artist in the world; several cave paintings, stone engravings + carved figs; attempts to create his daily life thro' art.

The two forerunners of modern man, bearing several human features, were the Neanderthal and the Cro-Magnon men. While the former suddenly disappeared, the latter evolved into modern man.

Self-check Exercise 7

Use the tree diagram to complete the passage given below:



It is now generally believed that man was not created instantaneously, but evolved over millions of years from simpler forms of life. Man belongs to the class of (i)..... Mammals have evolved through various stages from the (ii) ....., the simplest (iii) ..... Protozoa eventually developed in (iv) ..... directions, the very simple (v) ..... from which insects have descended; and the (vi) ....., which, after the earlier evolution of fish and (vii) ....., finally branched into three great classes, (viii) ..... (ix) ....., and (x) .....

22.7 LET US SUM UP

In this unit, we have discussed some of the special techniques required in taking notes while listening to a lecture. These include preparing oneself before a lecture, being aware of the different parts of a lecture, and differentiating between the main points and digressions, repetitions, etc.

Since you also need to reconstruct your notes at some point, we have given you some practice in this area as well.

22.8 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

1 a) What functions can a computer perform?
  b) How does it perform these functions?
  c) What are the functions it cannot perform?
  d) Will the computer of the future overcome these limitations?

2) a) What were the social and religious ills that needed to be eradicated?
  b) Who were the principal leaders of the various reform movements?
  c) How did the reformers bring about the changes—i.e. how did they mobilize public opinion, government support, etc.?

3) a) What causes cholera?
  b) What are the symptoms of cholera?
  c) How can it be prevented?
  d) If it occurs, how should it be treated?

Exercise 2

Extract 1 : Summing up
Extract 2 : Main point
Extract 3 : Examples
Extract 4 : Repetition
Extract 5 : Beginning
Extract 6 : Digression

Exercise 3

1) a) T; b) F; c) F; d) F; e) T; f) F; g) T.
2) a) iii; b) vi; c) i; d) vii; e) iv; f) ii; g) v.

Exercise 4

i) History and Development of Computers
ii) Calculating Device
iii) J. Napier

iv) Briggs
v) log. tables
vi) invent^{d} Calculus
vii) calcul^{s} machine—10-tooth gear wheels
viii) Charles Babbage
ix) 'The Analytical Engine' (not completed)
x) 1944
xi) 1st digital computer
xii) J. Eckert + J. Mauchly
xiii) digital computer using vacuum tubes—call^{d} ENIAC.
xiv) John von Newmann
xv) devl$^{d.}$ computer with memory
xvi) 1st gen^{n}. computer—used vacuum tubes—cd perform 1000's of calcul^{ns} p. sec.
xvii) 1960
xviii) 2nd gen$^{n.}$ computer —used transistors
xix) 1965
xx) 4th gen$^{n.}$ computer—1000 circuits can fit into a single chip.

Exercise 5

Rabies is a viral disease transmitted to man by the bite of rabid animals, particularly dogs. The virus is carried by the bloodstream to the central nervous system and the brain. The symptoms of rabies can take from a few days to about six months to appear. The symptoms include thirst with a revulsion for water when the patient is offered it. In fact, the patient has difficulty in swallowing liquids. A rabies victim dies a very painful death, following high fever, paralysis and convulsions.

Exercise 6

The two forerunners of modern man, bearing several human features, were the Neanderthal and Cro-Magnon men. While the former suddenly disappeared, the latter evolved into modern man.

With his prominent chin, high-bridged nose, and small, even teeth, the Cro-Magnon men could well be mistaken for a present-day human being. The Neanderthal man, however, was different in many ways. Although his brain was as large as modern man's, it was enclosed in an unusually large skull. The face was distinguished by a massive jaw with large front teeth, probably required for eating raw meat. The Neanderthal man was rather short, about one and a half metres in height.

With regard to eating habits, the Neanderthal man remained quite primitive. Since he was a skilled hunter, he ate the flesh of the animals he hunted and killed. The women gathered wild fruit, which also formed part of their diet. The Cro-Magnon man was also a skilful hunter, but at a later stage cultivated his crops and even raised animals.

The Cro-Magnon man was the first fine artist in the world. There were several cave paintings, stone engravings and carved figures which bear this out. He attempted to create his daily life through his art. The Neanderthal man attempted this too, but his drawings of the tools he used and the animals he hunted were rather crude.

Exercise 7

i) mammals; ii) protozoa; iii) single-celled forms; iv) two; v) coelenterates; vi) vertebrates; vii) amphibians; viii) reptiles; ix) birds; x) mammals.

Appendix

Recorded Texts

Exercise 2

Extract 1

Now let me sum up the various methods of fighting malaria. They involve preventing mosquitoes from breeding; preventing mosquitoes from having the opportunity to bite people; using protective drugs; and using insecticides. The only trouble is that some malaria germs are developing a resistance to modern drugs.

(From 'Malaria—a New Threat' in *Study Skills in English* by Michael J. Wallace)

Extract 2

Rocks are classified according to their origin. First, there are those which result from the cooling of molten material, either deep within the earth as magma or flowing over it as lava. These are called igneous rocks. Then, there are those which result from sediments becoming solid. These are called sedimentary rocks. The final important group of rocks is the metamorphic one—which means rocks that have been changed in some way from their original state.

Extract 3

Ecosystems are not static—they change all the time. Plants and animals are able to adapt to changes in the physical environment. It is possible to predict changes. For example, when fire destroys the vegetation in a region, there will be certain changes. First grass and some flowers will grow. Then insects will appear. The wind will blow the seeds of small trees. These trees will grow and birds will appear. As the trees grow, the grass will disappear and a dense forest will develop. Some trees cannot live in a dense forest and will die. Other trees will develop and a community of birds and animals will live in the forest.

(From *Reading and Thinking in English:* Oxford University Press)

Extract 4

.... Besides, according to the economists, we depend so much on this wasting and buying that people will probably be encouraged to consume even more in the years to come if the US economy is to prosper. In other words, these marketing experts say that 'the average citizen will have to step up his buying by nearly fifty per cent in the next dozen years, or the economy will sicken'. This means that the producers of household commodities will have to find new means of increasing their sales....

Extract 5

In the last lecture, we discussed the survival of animals in a desert—how some of them are biologically equipped to survive, while others survive by ingeniously adapting themselves to the environment. In this lecture, we shall talk about how plants survive in the dry climate and intense heat of the desert.

Extract 6

So we have discussed cytotoxic drugs, radiation therapy and surgery as some of the methods for the treatment of cancer. And talking of cures for cancer—there used to be a Hakim in my village—an old man—who was said to cure it. He would give medicines prepared from some herbs he grew in his backyard. Actually, I think he was quite good. People would come to him from all over the country. My uncle was also cured by him. Unfortunately, he's dead now.....

Exercises 3 and 4

Text of the Lecture

As you know many of the routine activities in today's society are being performed by computers. For example, when we go on a journey our train tickets are often reserved by computers. The bills we pay—electricity, telephone, for example—are calculated and printed by a computer. Diseases are also often diagnosed with the help of a computer.

What is this computer? Why and how was it invented? What are its different functions? How does it work? These are some of the questions that come to our mind. We shall deal with all of them in the course of our lectures. Today, however, we will concentrate on the history and development of the computer.

Computing, as you already know, has something to do with calculation. The very first calculating device used was the ten fingers of a person's hands. That is why, even today, we still count in tens and multiples of tens. Then the abacus was invented, a bead frame in which the beads are moved from left to right. There is evidence that it was used as far back as 3500 BC. People went on using some form of abacus well into the 16th century. Today, in some parts of the world, very small children learn simple calculations on a kind of abacus. During the 17th and 18th centuries many people tried to find easy ways of calculating. J. Napier, a Scotsman, devised a mechanical way of multiplying and dividing, which is how the modern slide rule works. Henry Briggs used Napier's ideas to produce logarithm tables which all mathematicians use today. Calculus, another branch of mathematics, was independently invented by both Isaac Newton, an Englishman, and Leibnitz, a German mathematician. The first real calculating machine appeared in 1820 as the result of several people's experiments. This type of machine, which saves a great deal of time and reduces the possibility of making mistakes, depends on a series of ten-tooth gear wheels. In 1830 Charles Babbage, an Englishman, designed a machine that was called 'The Analytical Engine'. This machine attempted to cut out the human being altogether, except for providing it with the necessary facts about the problem to be solved. He never finished this work, but many of his ideas were the basis for building today's computers.

It is in the twentieth century that we enter into the computer age in the real sense. The two most important factors for this are: the rapid technological improvements from the early 1900s, and the availability of vast sums of money for computer development as a result of World War II. The first digital computer was completed in 1944. The men responsible for this invention were Professor Howard Aiken and some people from IBM. This was the first machine that could figure out long lists of mathematical problems, all at a very fast rate. In 1946 two engineers at the University of Pennsylvania, J. Eckert and J. Mauchly, built the first digital computer using parts called vacuum tubes. They named their new invention ENIAC, an acronym for Electronic Numerical Integrator and Calculator. Another important advancement in computers came in 1947, when John von Newmann developed the idea of keeping instructions for the computer inside the computer's memory.

The first generation of computers, which used vacuum tubes, came out in 1950. These computers could perform thousands of calculations per second. In 1960, the second generation of computers was developed and these could perform work ten times faster than their predecessors. The reason for this extra speed was the use of transistors instead of vacuum tubes. Second-generation computers were smaller, faster and more dependable than first-generation computers. The third-generation computers appeared on the market in 1965. These computers could do a million calculations a second, which is 1000 times as many as first generation computers. Unlike second generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable. Fourth-generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. Now, as many as 1000 tiny circuits fit into a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic, ceramic and metal. Fourth-generation computers are 50 times faster than third-generation computers and can complete approximately 1,000,000 instructions per second.

At the rate computer technology is growing, today's computers will most certainly be obsolete by 1990. It has been said that if transport technology had developed as rapidly as computer technology, a trip across the Atlantic Ocean today would take a few seconds.

(From *English for Computer Science* by Norma D. Mullen and P. Charles Brown by permission of Oxford University Press)

UNIT 23 WRITING REPORTS-5 REPORTING EXPERIMENTS

Structure

23.0 Objectives
23.1 Introduction
23.2 Various Steps in Conducting an Experiment
23.3 Reporting an Experiment
23.4 Examples of Reports
23.5 Punctuation: Commas
23.6 Let Us Sum Up
23.7 Key Words
23.8 Answers to Self-check Exercises

23.0 OBJECTIVES

In this unit we shall show you how to conduct an experiment and how to report it. After completing the unit you should be able to write reports on the experiments you conduct.

23.1 INTRODUCTION

Laboratory tests or experiments are not limited to any particular field. They can be carried out in a number of fields: from Physics to Medical Technology, and from Bio-sciences to Fire Science. If you are a student of Science, you will have to perform a number of experiments in laboratories. These experiments will demand from you the ability to choose suitable equipment, to arrange various instruments appropriately, to observe and record the readings and reactions, and to arrive at the right conclusions. Finally you will be required to write a report on the various steps you take while conducting an experiment, your findings, and your conclusions.

23.2 VARIOUS STEPS IN CONDUCTING AN EXPERIMENT

i) Before planning the actual experiment, you should have an understanding of the nature of the problem and any theory associated with it. The theory explains the problem. The theory or explanation has, of course, to be proved; but it helps in formulating a hypothesis. Do not conduct an experiment without having a clear idea of what is to be tested. You should ask yourself: Why am I carrying out this experiment? Will it be of use to me in finding an answer to my problem? Moreover, you should analyse the problem and put it in simple words. You may divide your problem into parts which can more easily be answered separately than together.

ii) Experimentation is observation carried out in specific conditions. In an experiment, an event is seen to occur under known conditions. So you should eliminate as many outside influences as possible. In this situation, you can carefully observe the inter-relationships between facts.

Remember that observation implies selection. It is important to decide whether you will use selective sampling or cover the entire field.

iii) You should arrange the apparatus carefully to suit your purpose and follow

the procedure you have in mind for conducting the experiment.

iv) In your notebook, you should record, carefully and accurately, the details about the purpose of the experiment, how the equipment was set up, the procedure, the results, and the conclusions. It is important to record what is actually seen, including the things not fully understood by you at the time of conducting the experiment. You should avoid carelessness or dishonesty in recording the facts related to the experiment.

v) You may use illustrations like diagrams, drawings, graphs, maps, or tables. The purpose of an illustration is to clarify, or give a visual explanation of the text. With the help of an illustration, you can present a large number of details in a limited space. Further, suitable illustrations catch the reader's eyes quickly and convey your message effectively.

Different illustrations serve different purposes:

Diagrams or drawings form an essential part of a report on scientific experiments. You will have to use the drawings of the apparatus, e.g., electrical circuit diagrams, in your report.

Graphs present mathematical data and trade statistics pictorially. They are very effective in indicating trends, distribution, and comparisons of two or more items.

Maps are used to show geographical distribution of data.

Tables are used for displaying mathematical data in a compact form.

23.3 REPORTING AN EXPERIMENT

Your report should have the following contents;

i) Subject
ii) Appartus and other materials used
iii) Procedure
iv) Observations
v) Conclusions
vi) Drawings, diagrams, or graphs.

You should identify the experiment you are reporting on and indicate the apparatus and other materials you used.

If the purpose of the experiment is not obvious to your reader, you should explain it in the body of the report and give a detailed explanation of how you performed the experiment. Include your observations also.

In the concluding part of your report, you should give the results of your experiment. If an interpretation of the results is going to be useful to the reader, provide such an analysis in your conclusion. You may include your recommendations as well.

When you write your report, state your findings in clear sentences. Avoid the use of jargon as far as possible. Be objective and accurate. In an experiment report, the passive voice is more suitable than the active voice. So use the passive voice and include illustrations like diagrams, drawings, or graphs to make your report clearer.

23.4 EXAMPLES OF REPORTS

Example 1

Here we shall show you how to report an experiment conducted in a Chemistry Laboratory:

Aim:

To prepare hydrogen gas and to study its properties.

Apparatus:

Woulfe bottle; thistle funnel; glass jars with discs as covers; delivery tube bent at three places; two corks, each with a single hole; trough with water; and beehive shelf.

Materials:

Granulated zinc, dilute sulphuric acid, matches.

Theory:

Hydrogen gas is prepared in the laboratory by the action of dilute sulphuric acid on granulated zinc.

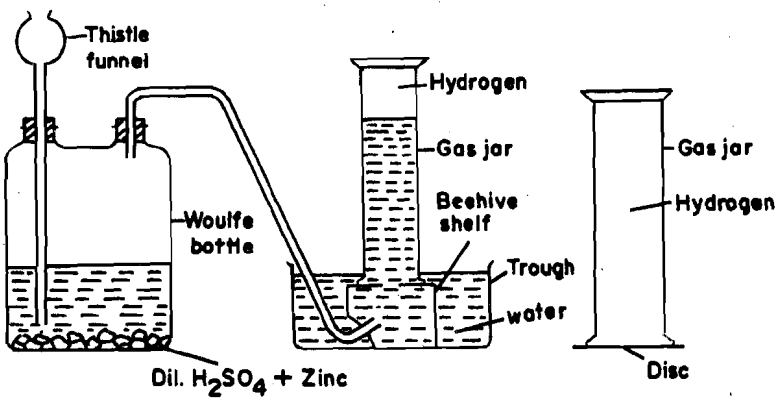


Fig.1. Preparation of hydrogen gas

Procedure:

i) The apparatus is set up as shown in Fig. 1 .

ii) 5 grams of granulated zinc are put in the bottle.

iii) We make sure that the lower end of the thistle funnel is very near the bottom of the Woulfe bottle.

iv) Dilute sulphuric acid is poured down the thistle funnel to cover zinc.

v) It is observed that as soon as the acid comes in contact with zinc, a gas is produced.

vi) The gas is collected in the jar by the displacement of water. The mouth of the gas jar is closed with a glass disc. The jar is removed and put in the same position, that is, upside down, with the disc cover, on the table.

Observations:

i) The colour of the gas in the gas jar is observed. The gas is colourless.

ii) The gas is odourless also.

iii) A lighted splinter is introduced into the gas jar. The gas begins to burn at the mouth of the jar. From this we infer that the gas inside the jar is hydrogen.

iv) To test whether the gas inside the jar is lighter than air, the gas jar is covered with a glass disc and placed in an upright position on the table. An empty jar is placed with its mouth downward on the gas jar. The glass disc between the two jars is removed. After two minutes a burning splinter is introduced into each jar. The gas in the upper jar starts burning, but the gas in the lower jar does not burn. This indicates that the gas is lighter than air and has moved from the lower jar to the upper jar.

Conclusions:

The gas collected in the jar is colourless, odourless, combustible, and lighter than air. As it has all the properties of Hydrogen, the gas must be Hydrogen.

Example 2

Here is an example of a report on a scientific experiment conducted in a Physics Laboratory.

Aim:

To study the rate of cooling of a given mass of heated water.

Apparatus used:

A flask of 1 litre capacity, a thermometer (0-100°C), a stop-watch, a stand to fix the thermometer.

Procedure:

The apparatus is set up as shown in Fig. 2.

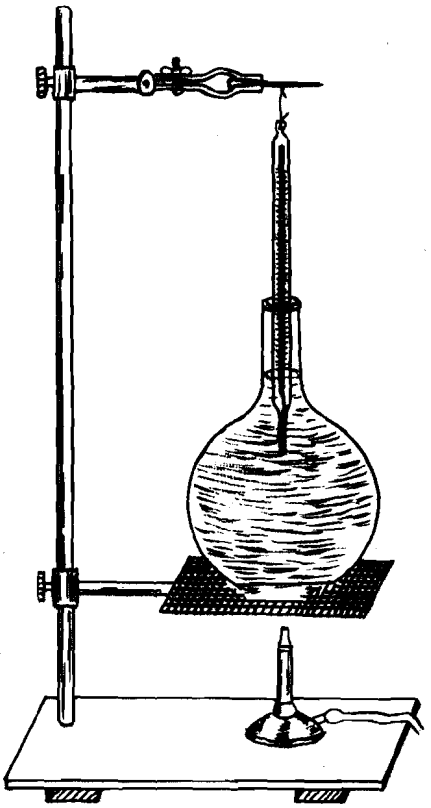


Fig. 2

The flask is filled up to its neck with water and the water is heated to 80°C. Then the water is allowed to cool. The temperature of the water is noted every minute for the first five minutes; later, the temperature of the water is noted after every two minutes for the next ten minutes.

The experiment is repeated by heating the water to 70°C and 90°C and allowing it to cool.

A graph is drawn showing the tempertures at different times and the rate of cooling of the water is determined.

Self-check Exercise 1

Answer the following questions:

1) What is the role of observation in conducting an experiment?

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2) What do you record in your laboratory notebook?

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3) What are the contents of a report on a scientific experiment?

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4) Write a brief report on an experiment you have performed recently in your physics laboratory.

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5) What type of language do you use in reporting an experiment?

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23.5 PUNCTUATION: COMMAS

In this section we shall discuss the use of the comma, the mark (,) used in writing for showing a short pause. There are occasions where a comma must be used and where it would be quite wrong to omit it. There are other occasions where you will be free to use your discretion.

Let us now study the occasions where it is necessary to have a comma.

i) Commas are used to separate items in a list.

Examples

1. Neeharika is pretty, intelligent, gregarious, and popular.
2. I bought potatoes, onions, eggs, bread and butter.

Remember that it would be correct to use a comma before 'and' in a list (as in Example 1 above), unless you want to suggest that there is a special connection between the last two items (as in Example 2).

ii) Commas are used to mark off the names of people spoken to.

Examples

1. 'Good morning, Mr. Vyas.'
2. 'I think, Mrs. Khan, this will suit you.'
3. 'Shipra, can you do it for me?'

Titles such as 'ladies and gentlemen', 'sir', 'madam', etc. are punctuated in the the same way.

Examples

1. 'Please come in, doctor.'
2. 'Excuse me, sir, your button is undone.'

iii) Commas are used to mark off phrases beginning with participles.

Examples

1. Frightened by the noise, the mouse ran into its hole.
   (*frightened:* past participle)
2. He hesitated, looking cautiously around the room before he said he had to go.
   (*looking*: present participle)

iv) Commas are used to separate Direct Speech from the reporting clause.

Examples

1. 'I was shocked at her behaviour,' he said.
2. He said, 'I was shocked at her behaviour'.
3. 'I was startled,' he said, 'at her behaviour.'

v) Commas are used to separate subordinate clauses from the main clauses.

Examples

1. Although he was not well, he attended the meeting.
2. He walked, although he was tired, all the way to the library.

vi) Commas are used to mark off asides.

Examples

1. Children are to be handled carefully, I agree.
2. Well, I don't agree with you.

vii) Commas are used before and after a phrase in apposition.

Example

Study the following sentences:

The Amazon is in South America.
It is the longest river in the world.

These two sentences can be combined easily because the same river is being referred to in each sentence.

The Amazon, the longest river in the world, is in South America.

In the following situations, the use of commas is optional:

a) In dates:

18 June 1957 *or* 18 June, 1957

b) In addresses:

You may use a comma between the number (or name) of the house and the name of the street.
e.g., 310 Ashoka Road *or* 310, Ashoka Road.

Self-check Exercise 2
Insert commas where necessary:

1 He opted for Mathematics Physics and Chemistry.
2 Chairs benches and stools are used to sit on.
3 He walked past the cinema hall the temple and the city library.
4 He ran down the garden picked up the ball and threw it over the wall.
5 I'm sorry I cannot help you Mr. Pal.
6 Children love candies don't they?
7 As he was tired Mr. Pal decided to go home early.
8 Wherever you go you will see the same thing.
9 The shopkeeper said 'Can I help you'?
10 'I wish we could go abroad' said Sheila.
11 Bombay the capital of Maharashtra is one of the largest cities in the world.
12 Mahatma Gandhi was born on 2 Ocobter 1869.

23.6 LET US SUM UP

You should follow these steps in conducting an experiment: (1) Plan the experiment. (2) Arrange the apparatus. (3) Observe what happens during the experiment. (4) Record your observations. (5) Write a report.

Your report should include the aim of the experiment, details of the apparatus and other materials used, the procedure adopted, the observations made, and the conclusions arrived at. It may also include drawings, diagrams and graphs related to the experiment and the findings.

23.7 KEY WORDS

ˌappaˈratus: a set of instruments or other mechanical appliances put together for a purpose

ˈcomma: a punctuation mark (,) to indicate a slight pause or a break between parts of a sentence

con clusion: an opinion based on reasoning

ˈdiagram: a drawing, design, or plan to explain or illustrate something

ˈdrawing: a sketch, plan, etc. made by lines

exˈperiment(n.): a test or trial carried out carefully in order to study what happens and thus gain new knowledge

graph: a diagram consisting of a line or lines showing the variation of two quantities, e.g. the temperature at each hour

map: a representation on paper of the earth's surface or a part of it, showing countries, oceans, rivers, mountains, etc.

ˌobserˈvation: watching carefully

proˈcedure: the order of doing things

ˈtable: a list of facts, information, etc., usually in columns

23.8 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

1 Observation plays a very important role in conducting an experiment. Unless you observe carefully what happens during the experiment, you cannot understand the inter-relationships between the facts or arrive at conclusions based on the facts.

2 In the laboratory notebook, details about the purpose of the experiment, how the apparatus was set up, the procedure, the observations, and the conclusions should be recorded accurately, carefully and objectively.

3 The contents are:
   i) Aim of the experiment
   ii) Apparatus used
   iii) Procedure
   iv) Observations
   v) Conclusions
   vi) Illustrations

4 You may follow the example given by us.

5 The language should be clear and objective. It should be devoid of jargon. Passive voice should be preferred.

Exercise 2

1 He opted for Mathematics, Physics, and Chemistry.

2 Chairs, benches, and stools are used to sit on.

3 He walked past the cinema hall, the temple, and the city library.

4 He ran down the garden, picked up the ball, and threw it over the wall.

5 I'm sorry I cannot help you, Mr. Pal.

6 Children love candies, don't they?

7 As he was tired, Mr. Pal decided to go home early.

8 Wherever you go, you will see the same thing.

9 The shopkeeper said, 'Can I help you?'

10 'I wish we could go abroad,' said Sheila.

11 Bombay, the capital of Maharashtra, is one of the largest cities in the world.

12 Mahatma Gandhi was born on 2 October 1869.

or

Mahatma Gandhi was born on 2 October, 1869.

UNIT 24 SUMMING UP

Structure

24.0 Objectives
24.1 Writing Paragraphs
24.2 Composition
- 24.2.1 Expository Composition
- 24.2.2 Argumentative Composition
- 24.2.3 Narrative Composition
- 24.2.4 Descriptive Composition

24.3 Note-taking
24.4 Writing Reports
- 24.4.1 Reporting Events
- 24.4.2 Reporting Meetings and Speeches
- 24.4.3 Reporting Interviews
- 24.4.4 Reporting Surveys
- 24.4.5 Reporting Experiments

24.5 Writing Summaries
24.6 Let Us Sum Up

24.0 OBJECTIVES

In this last unit we shall sum up what we have tried to do on this course to develop your composition skills in English.

24.1 WRITING PARAGRAPHS

There were three units on the writing of paragraphs—Units 1, 2 & 13.

In Unit 1 we discussed the elements that went into the organization of a good paragraph—the topic sentence, the development of the topic, coherence, that is, connection between the sentences, and the use of transitional or linking devices.

In Unit 2 we discussed different techniques of developing paragraphs, such as illustration, description, cause and effect, definition, and composition and contrast.

In Unit 13 we discussed the organization of a paragraph in terms of chronological sequence, space relationship, and class relationship.

We hope you will now be able to organize your paragraphs properly, whether they contain an exposition, an argument, a narrative, or a description.

24.2 COMPOSITION

In Unit 3 we offered you some suggestions about the writing of compositions. For example:

- You should choose a topic about which you know a great deal.
- You should be aware of the reader's level of understanding, his interests and needs.
- When you choose a topic, you must know your sources of information.
- You must limit your topic in such a way that your composition reads smoothly.
- After you have limited your topic, you should start collecting and ordering your data.
- The writing of an outline is the most important part of the pre-writing stage.
- The beginning of the composition should be made interesting and arresting by

plunging straight into the theme.

- The body of the composition develops the main ideas through illustration, description, definition, elaboration, etc.
- The ending should not be too sudden.
- The first draft should be revised and mistakes of grammar, diction and style corrected.

24.2.1 Expository Composition

We began our discussion on different types of composition by taking up expository compositions in Unit 4, and tried to illustrate some of the techniques used to develop the exposition of a subject.

24.2.2 Argumentative Composition

In Unit 7 we discussed the important features of argumentative compositions and the tactics used to support an argument. We also showed how an argumentative composition should be organized.

In Unit 8 we discussed the inductive and deductive methods of writing arguments, the fallacies in reasoning and some non-rational ways of writing.

24.2.3 Narrative Composition

In Unit 14 we discussed the various steps in the writing of a narrative composition, and in Unit 15 we presented some sample passages to illustrate (i) narratives in the form of dialogues, and (ii) different stylistic features.

24.2.4 Descriptive Composition

We took up descriptive compositions in Units 19-21.

In Unit 19 you learnt

i) how to describe a person: his outward appearance, clothes, etc.,
ii) how to give details about yourself in an application form or at an interview,
iii) how to describe a person's habits and daily activities, and
iv) how to describe a person's nature in general.

In Unit 20 you learnt

i) to write and speak about a place by giving details like location, size, shape, colour, etc.,
ii) to describe the atmosphere of a place by giving details of sounds, smells and activities, and
iii) to describe an object of daily use by giving details like those for a place, as well as the texture, design and use of the object.

In Unit 21 we gave you some practice in describing

i) the general conditions at a place,
ii) the process of making things, like items of food,
iii) the operation of common machines and apparatus, and
iv) the process of applying for a passport or a post.

24.3 NOTE-TAKING

There were three units on note-taking—Units 5, 9 & 22.

In Unit 5 we suggested that you should read with a clear purpose in mind, so that you could separate the essential information in a text form what was repetitive or irrelevant. We also told you about the techniques of note-taking in terms of

i) shortening devices such as abbreviations and symbols, and
ii) the organization of notes in terms of headings and subordinate points.

In Unit 9 we discussed the organization of notes in the form of tables, charts and

diagrams. We also suggested that different kinds of material lent themselves to different techniques of note-taking.

In Unit 22 we discussed some of the special techniques required in taking notes while listening to a lecture. These included

i) preparing yourself before the lecture,
ii) being aware of the different parts of the lecture, and
iii) differentiating between the main points and digressions, repetitions, etc.

We also provided some practice in reconstructing your notes.

24.4 WRITING REPORTS

24.4.1 Reporting Events

We started our discussion on the writing of reports by taking up the reporting of events in Unit 6. We showed you there how a report should be planned. An outline has to be prepared first. The three main parts of the report are the introduction, the body, and the conclusion. The language has to be clear, concrete, and precise; and jargon and roundabout ways of expression are to be avoided. If it is a report on an accident, you have to give the precise time and place of the accident, and information about any people killed or injured, the damage caused to property, and the cause of the accident.

24.4.2 Reporting Meetings and Speeches

In Unit 10 we suggested that a report on a meeting should give precise information about the organization holding the meeting and the venue, time, and agenda of the meeting. You have to report not only the final decisions but also the arguments made by the various speakers. The items of business can be taken up in the order of their importance. Some of the statements of the important participants can be quoted, and statistics, tables, and charts can be included where necessary.

When you report a speech, you have to give precise information about the speaker and the occasion for the speech. While you listen to the speech, you should take down notes carefully. After the speech has been made, you have to organize your notes. You should select the most significant point of the speech and arrange other points in the order of their importance. Direct quotations and your own paraphrase of the speeches will probably come alternately. You can use a tape-recorder, but you shouldn't depend on it entirely.

24.4.3 Reporting Interviews

In Unit 16 we discussed the procedure for conducting an interview and reporting it. First of all, you have to find out the biographical facts about the person you wish to interview and prepare a list of questions to ask. You must create a pleasant atmosphere at the beginning of the interview and ask your difficult questions when the mood is relaxed. Before you wind up, you must check your notes and clarify any doubts.

When you write the report, put the important points in the leading paragraph. You can use direct quotations. You can also add biographical details and explanatory passages.

24.4.4 Reporting Surveys

In Unit 17 we discussed survey reports. These may be written for various reasons; for example,

i) to find out the opinions of consumers about a particular product;
ii) to check the range of prices;
iii) to study the feasibility of establishing a new branch.

You have to know the scope of your survey and the types of informants you will

have. Then you have to decide what methods you will choose for the collection of data—personal observations, interviews, questionnaires, consulting official records, or visits to libraries.

A long survey report usually has

i) the front matter : a title page, a preface, a table of contents, a summary, and a list of illustrations.

ii) the body : an introduction, discussion, conclusions, and recommendations.

iii) the back matter : a bibliography, a list of references, appendices, and a glossary.

A short survey report begins with a statement of the information the writer has tried to collect and goes on to present the findings, the conclusions, and the recommendations.

24.4.5 Reporting Experiments

In Unit 23 we indicated the steps in conducting an experiment:

i) planning the experiment;
ii) arranging the apparatus;
iii) observing what happens during the experiment;
iv) recording the observations; and
v) writing the report.

The report should include

i) the aim of the experiment,
ii) details of the apparatus and other materials used,
iii) the procedure adopted,
iv) the observations made,
v) the conclusions arrived at,
vi) drawings, diagrams, and graphs related to the experiment and the findings.

24.5 WRITING SUMMARIES

There were three units on the writing of summaries—Units 11, 12 & 18.

In Unit 11 we gave you practice in

i) separating the essential ideas in a passage from the non-essential ones, and
ii) observing how the ideas in a passage were linked to each other.

In Unit 12 we showed you how summaries of the passages read by us could be written by

i) looking for the important ideas in each passage and the relationship between them, and
ii) adopting a proper arrangement for the main points in the summary and linking the various sentences in it with the use of connectives.

In Unit 18 we gave you practice in writing summaries—in the form of an outline, and in normal continuous prose. The writing of summaries is a very important activity, and besides being useful in practical life, it provides very good training for the mind. The separation of the important ideas from the less important ones and the ability to condense the information given to you help in the development of mental faculties.

24.6 LET US SUM UP

We hope you have found this course both useful and interesting. You should now be able to write English more effectively and undertake the various tasks requiring the use of composition skills in English.

We end the course with our best wishes for your success in the various academic and other activities where proficiency in written English is an asset.