

Unit 4: Patterns of Paragraph Development

Objectives of this Unit

At the end of this unit, the students will be able to:

- ◆ write unified, coherent, and complete paragraphs,
- ◆ arrange ideas in a paragraph by using different techniques,
- ◆ identify different types of paragraph development methods,
- ◆ write paragraphs by using the various paragraph development methods.

4.1: Introduction

Write a paragraph!

Think a topic, and then build the full paragraph gradually.

Here are parts of a paragraph some hints which you, as a writer, should follow when you try to develop a paragraph. Let us begin with what we consider while writing the introductory sentence of the paragraph.

The opening or introductory sentence sets the tone, and it not only introduces the topic, but where you are going with it (the thesis). If you do a good job in the opening, you will draw your reader into your experience. Put effort up front, and you will reap rewards. You had better write this sentence in the active voice. It is much more powerful. Do that for each sentence in the introductory sentence. Unless you are writing a personal narrative, do not use the pronoun "I."

Then brainstorm to find the best supporting ideas. The best supporting ideas are the ones about which you have some knowledge. If you do not know about them, you cannot do good job writing about them. Don't weaken the paragraph with ineffective argument. Before writing, spend some time being creative with the possible **thesis** and supporting arguments. Put them down as they occur to you and then try and develop a flow or pattern to the ideas.

After writing the introductory sentence, which may be also the topic sentence, and brainstorming possible supporting idea, you begin to develop the supporting sentences which establish the sub-topic using appropriate transitions. Supporting ideas, examples,

and details must be specific to the sub-topic and the transitions should help each sentence to flow one to the next. The work you have made above with details and examples will help you keep focused.

Next do not forget to vary the sentence structure. Avoid repetitious pronouns and lists. Avoid beginning sentences in the same way (subject + verb + direct object).

The ending (summary or) sentence is a difficult sentence to write effectively; however, you should do your best as to what you wrap up your idea as efficiently as possible. You cannot assume that the reader sees your point unless you write it well. Do the following while writing your conclusion:

- Restate the introductory sentence with originality.
- Do not simply copy the first sentence.
- Summarize your argument with some degree of authority because it is with this sentence that you leave your reader with no doubt as to your position or conclusion of logic.
- Be powerful as this is the last thought that you are leaving with the reader. If possible use your best sentence here as it is the last thought that will be left with the reader.

Finally edit and revise your paragraph as in the following manner:

- Check your spelling and grammar,
- Examine your whole paragraph for logic; that is, avoid gaps in logic or too much detail,
- Review individual sentences,
- Use active verbs (avoid passive constructions and the verb "to be" unless the situation is demanding to use them),
- Use transitional words and phrases appropriately,
- Be concise,
- Vary the length and structure of sentences,
- Ask a knowledgeable friend to review and comment on your paragraph.

Here are also helpful steps for building a paragraph.

- a. Think and select a topic which is specific enough to write a complete paragraph,
- b. Write a general statement (topic sentence) about the topic,
- c. Jot down possible details that answer questions about the topic sentence,
- d. Arrange the details in a logical order,
- e. Develop these details into complete sentences,
- f. Read the whole paragraph and check and make whatever changes you feel will improve your writing. For instance, you may check for grammar, spelling, appropriate terms (diction), punctuation, capitalization etc.

For instance, if you want to write a paragraph on the topic ‘Problems in Rural Areas of Ethiopia’, your topic sentence could be ‘Rural areas in Ethiopia have some major problems’. Some of the problems may be lack of infrastructure, education and health services. Then, using such points you can write the specific details of the paragraph.

Activity 4.1

In the above example, a topic sentence with possible details is given. Write a complete paragraph by writing complete sentences of the details. You may start with the topic sentence followed by details like this:

Rural areas in Ethiopia have some major problems. One of these is lack of infrastructure.

It.....
.....
.....
.....
.....

4.2 Paragraph Development Methods

We can develop an idea in to a paragraph by using varieties of paragraph development methods. The following section attempts to present a detailed discussion of these paragraph development methods.

4.2.1 DEFINITION

One way to make a term or idea clearer is to answer the question ‘What does the term or idea mean?’ To answer this question, you can give a sentence defining the term or idea, followed by examples. Or you can try to answer the question by relating the term or concept to some term or idea the reader already knows about or understands.

Suppose, for instance, that the topic of a paper you are writing is ‘*empathy*’ and that the statement you plan to make about it is the basis for all good public relations. A reader who does not know the meaning of the term empathy will find the paper difficult to understand. To help your reader to follow and to accept the ideas about empathy expressed in your paper, you will need to supply a paragraph of definition.

Read the paragraph below and notice that the term “empathy” appears in the first sentence and that a definition immediately follows the term in the same sentence. The writer has chosen to follow the definition with a list of several examples of how empathy helps in police work, using a simple topical- listing sequence details. The writer’s purpose in this paragraph is to help the reader understand more fully the meaning of the term “empathy”.

Example 1:

Empathy is the ability to completely understand another person’s point of view. It is a great asset in police work. By practising empathy, police officers can avoid being closed- minded. It will help them to see all sides of a traffic accident or a criminal incident. Empathy eliminates bias and, instead, it introduces tolerance, understanding and sympathetic human relations.

Example 2:

The paragraph below defines a term, explains it a bit, and then gives examples of it. After reading the paragraph, see if you can answer the following questions that follow.

Emblems are gestures or body motions that mean the same as words or phrases. Just as we learn the meanings of words, we learn the meanings of emblems in our society. One common emblem in many places is the thumbs-up signal, which often expresses success or hope. Other emblems are shrugging of the shoulders, which can mean "I don't know," or "who cares" and nodding the head to communicate "yes" or "no".

What term is being defined? -----

Which sentence gives the definition? -----

Which sentence explains something about the term? -----

4.2.2 Exemplification

An example is a specific illustration of a general idea. An exemplification paragraph explains or clarifies a general statement or idea- the topic sentence – with one or more specific examples. Personal experiences, classroom discussions, observations, conversations and reading (for example, material from newspapers, magazines or the internet) can all be good sources of examples. How many examples you need depends on your topic sentence. A complicated, far-reaching statement might require many examples to convince readers that it is reasonable. A simple, more straightforward statement would require fewer examples. The following paragraph uses examples to make the point that how people with different backgrounds and ages wear different types of tee shirts:

People of various background and ages wear different kinds of tee shirts. Musicians, for example, wear ragged tee shirts when they perform on stage. Restaurant workers wear tee shirts that mark the name of the restaurant they work in. children, teens, parents and elderly people wear tee shirts on which almost anything can be pictured. At concerts, for instance, fans can buy tee shirts stamped with the name of the group on stage. College students can wear the name of their college on the shirt. Some popular tee shirts advertize a brand of beer, like 'Dashen', or a sports goods company like Adidas. Other tee shirts have political slogans like "Unity with Diversity". Other people also wear tee shirts which reflect their religious background. For example, while some Christians wear tee shirts on which "I Belong to Jesus!" is printed, some people from Muslim backgrounds also wear shirts with "Alhamdulillah!" From this one can understand that what is written or pictured on tee shirts is as varied as the people who wear them.

As illustrated above, an example paragraph is one that uses specific examples to illustrate a point made in the writing. An example can be a **fact**, a **historical example**, a **statistic**, an **event** or a **behavior**.

1. **Fact**

A fact is an idea understood as true or real by the community and not to be disputed. It is a fact that the earth circles the sun, that chocolate has caffeine, that people get heart playing some sports.

2. **Historical Example**

This example involves retelling a historical event or relating a piece of historical information .these examples can trace a progression of events for a causes and effect paragraph or show how the present is a reflection of the past. You could use different people from history to illustrate about leaders or criminals or people who helped others without much reward.

3. **Statistic**

A statistic is a number that results from analyzing information: it is often an average or mean. Statistics are complicated and can be misused, but statistical analysis is a valuable tool to prove a point, especially with academic writing.

4. **Event**

An example can be one specific event you might mention the date and time of the event, or if part of common knowledge, mention the name of the event and gives some details.

5. **Behavior**

Specific behavior of an individual person or animal can also be used as an example to prove a point. If you want to say that dogs can sometimes be annoying, refer to specific behaviors: they chew every thing in sight , dig up gardens, get hair or fur allover furniture, make a mess at their eating place, bark at the wrong times(usually at 3:00 am) .each behavior is one example that adds detail to the writing .

Here is a sample example paragraph:

Computer software programs come in a variety of types each offering different functions to users. The programs most often used are word processors. These programs can produce letters, reports, articles, announcements as well as other documents. Another kind of computer program is the database, which allows the users to sort all kinds of information in a variety of ways. You might put on a database a library catalog, all the business products in inventory, or all the names and addresses of students attending a school. Another kind of program is the communications program, which allows the user to connect to the Internet and to send electronic mail to others. If you can access the Internet, you can search thousands of databases, files, and Web sites for information. You can access university libraries, company Web sites, government information agencies.

In this sample paragraph three main examples of computer software programs are given: word processors, data bases, and communications programs. With in each main example are more specific examples that further explain and illustrate the writer's ideas.

Examples are often introduced by transitions like the following:

for example	to illustrate
for instance	such as
as an illustration	including

Characteristics of a Good Example

1. Relevance

- Does the example relate specifically to the point being made?
- Will the reader understand your reasons for including the example?
- Does the reader understand the connection between your generalization and the example used?

2. Accuracy

- Is your example accurate?
- Are you being honest about your facts and statistics?

3. Sufficient Details

- Have you used enough examples to prove your point?
- Have you included enough detail for the reader to understand your point ?
- Have you included details that answer the questions: *who*, *what*, *where*, *when*, *why* and *how*, to create a clear and complete picture in the readers mind?

4.4.3 Comparison and/or Contrast

A writer uses this pattern when he/she wants to make something clearer to his/ her reader by showing how it is like or unlike something else. When using this pattern, the writer would need to answer these questions for his or her readers:

- How is (something) similar to (something else)?
- How is it different from (something else)?

In a paragraph a writer may be discussing two or more topics. These could be two objects, events, places, persons, or ideas, or some aspects of these. Usually the writer will want to discuss their similarities only, or their differences only, within a single paragraph. The paragraph is called a comparison paragraph when it describes similarities and it is called a contrast paragraph when it describes differences.

Some writing topics will ask you to consider the relationship between two things, for example, your hometown (that is, the town where you were born or grew up) and your university town. Such topics may allow you to organize your paragraph either around the similarities between these two subtopics (for example, between your hometown and your university town) or around the differences between them. If you write about the similarities, the paragraph will be a comparison paragraph. On the other hand, if you want to write about the differences, your paragraph will be a contrast paragraph.

This lesson will show you some ways in which you can structure sentences to write a comparison or contrast paragraph. We will first look at comparison paragraph and then briefly look at contrast paragraph.

Sample Comparison Paragraph 1

Consider the following paragraph.

Bahir Dar and Awassa have several things in common. First, both are big urban communities. For example, Bahir Dar has a population of only about 250,000 people. Similarly, Awassa consists of about 235, 000 local residents. This population swells to 246, 000 people when the college students are attending classes. A second way in which these two towns are similar is that they are both located near to water bodies. Bahir Dar is situated around Lake Tana. In the same way, Awassa lies near to Lake Awassa. Thirdly, these two towns are similar in that both contain university campuses. Bahir Dar, for example, is a home to Bahir Dar University, which is famous for its educational, business and engineering programs as well as for its annual sport contests. Likewise, Awassa possesses the beautiful campus of Debub University, which is well known for its health and agricultural engineering programmes and also for its yearly sport festival.

The above paragraph is a comparison paragraph which discusses about the similarities between two towns. Look how the ideas in this paragraph are organized. As usual, the topic sentence is at the beginning of the paragraph. After that, the paragraph continues by discussing one point of similarity between the towns of Bahir Dar and Awassa, namely, their population. Specific details are given to support the statement that “both are big urban communities.” Following this, the paragraph briefly discusses a second point of similarity between the two towns, that is, their geographic surroundings. Here, the paragraph also gives supporting details to illustrate their similarity, namely, they are “both located in urban areas.”

This comparison paragraph is structured (organized) according to the points of similarity between the two towns. This particular paragraph discusses only two points of similarity, but of course we can imagine a paragraph that gives three, four, or even more points of similarity. This paragraph, for example, might continue in this way.

....Thirdly, both of these towns are similar in that both contain university campuses. Bahir Dar, for example, is a home to Bahir Dar University, which is famous for its educational, business and engineering programs as well as for its annual sport contests. Likewise, Awassa possesses the beautiful campus of Debub University, which is well known for its health and agricultural engineering programmes and also for its yearly sport festival.

We can place the points of similarity and their supporting details in a table in order to see more clearly how this short paragraph is organized:

Comparison Paragraph -- Organized by Similar Points (Point-To-Point Organization)

TOPIC SENTENCE	My (a) Bahir Dar and (b) Awassa are similar.
POINT # 1	Both are big urban communities.
DETAIL (a)	Bahir Dar has about 250,000 people.
DETAILS (b)	Awassa has about 235, 000 local residents ➤ It has about 11,000 college students.
POINT # 2	Both are located near to water bodies.
DETAILS (a)	➤ Bahir Dar is situated around Lake Tana.
DETAILS (b)	➤ Awassa lies near to Lake Awassa.
POINT #3	Both towns contain university campuses
DETAILS (a)	➤ Bahir Dar is home to Bahir Dar University. ➤ This university is famous for its educational, business and engineering programmes. ➤ It is also famous for its annual sport contest.
DETAILS (b)	➤ Awassa contains Debub University. ➤ This campus is famous for its health and agricultural engineering programmes. ➤ It is also famous for its yearly sport festival

Point-To-Point. The above table shows a diagram of the organizational style called point-to-point, and shows an example of a comparison paragraph using the point-to-point organizational structure. Here, each section of the paragraph covers one major point that proves the topic sentence. The two major items being compared (Gridlock & Subnormal) are addressed in their own section, within each point's part of the paragraph.

Look the following diagram of point-to-point organizational style

Topic sentence

Generalization: **Point A**

Details about Item 1

Details about Item 2

Generalization: **Point B**

Details about Item 1

Details about Item 2

Generalization: **Point C**

Details about Item 1

Details about Item 2

Comparison Paragraphs Organized by Subtopic (Whole-To-Whole Organization)

Another way of organizing a comparison is called whole-to-whole organizational structure, which each “whole” being one of the two items being compared. In this structure, the first item is discussed in its entirety before moving on to the other item. The points are analyzed, one at a time, for the first time; then the other item’s points are analyzed, one at a time.

Look the following diagram of whole-to-whole organizational style.

Topic sentence

Generalization: Item 1

Details about Point A

Details about Point B

Details about Point C

Generalization: Item 2

Details about Point A

Details about Point B

Details about Point C

Example:

Based on the above diagram of whole-to-whole organizational style, look how the following paragraph is organized.

Bahir Dar and Awassa have several things in common. First, Bahir Dar has a population of only about 250,000 people. It is situated around Lake Tana. It is a home to Bahir Dar University, which is famous for its educational, business and engineering programs as well as for its annual sport contests. Awassa also consists of about 235, 000 local residents. This population swells to 246, 000 people when the college students are attending classes. It lies near to Lake Awassa. As for Bahir Dar, Awassa possesses the beautiful campus of Debu University, which is well known for its health and agricultural engineering programmes and also for its yearly sport festival.

As you see, after the topic sentence, this paragraph first discusses the relevant details about Gridlock and then presents the details about Subnormal, as with the paragraph above, we can illustrate this paragraph's structure in the following way:

Comparison Paragraph – Organized using Whole-To-Whole Organization

TOPIC SENTENCE	Bahir Dar and Awassa are similar
SUBTOPIC # 1	BAHIR DAR
DETAILS ABOUT BAHIR DAR	<ol style="list-style-type: none"> 1) Bahir Dar is a big town. <ul style="list-style-type: none"> - It has about 250,000 people. 2) Bahir Dar is situated around Lake Tana. 3) Bahir Dar is home to Bahir Dar University. <ul style="list-style-type: none"> - This university is famous for its educational, business and engineering programs. - It is also famous for its annual sport festival.
SUBTOPIC#2	AWASSA
DETAILS ABOUT AWASSA	<ol style="list-style-type: none"> 1) Awassa is a big town. <ul style="list-style-type: none"> - Awassa has about 11,000university students. - It has about 235,000 local residents. 2) Awassa lies near to Lake Awassa 3) Awassa contains Debu University. <ul style="list-style-type: none"> - It is well known for its health and agricultural engineering programmes. - It is also famous for its yearly sport festival.

Comparison conjunctions

In the above paragraph you will see various conjunctions that contribute to paragraph coherence. We can look at the above paragraph again to see what conjunctions are:

*Bahir Dar and Awassa have several things in common. First, **both** are big urban communities. For example, Bahir Dar has a population of only about 250,000 people. **Similarly**, Awassa consists of about 235, 000 local residents. This population swells to 246, 000 people when the college students are attending classes. A **second way in which these two towns are similar is that** they are both located near to water bodies. Bahir Dar is situated around Lake Tana. **In the same way**, Awassa lies near to Lake Awassa. Thirdly, **these two towns are similar in that** both contain university campuses. Bahir Dar, for example, is a home to Bahir Dar University, which is famous for its educational, business and engineering programs as well as for its annual sport contests. **Likewise**, Awassa possesses the beautiful campus of Debub University, which is well known for its health and agricultural engineering programmes and also for its yearly sport festival.*

This paragraph, of course is organized according to similarities. Notice how the order of the similarities is the same through out the paragraph. That is, at each similar point, the paragraph first discusses Bahir Dar and then it discusses Awassa keeping the same order through out the paragraph prevents the reader from getting confused. Also notice how the conjunctions (*similarly, X is similar in that....*) are placed near each similar point.

These are not the only ways to give coherence to a comparison paragraph. There are other conjunctions, too. Here is a list of comparison conjunctions you can use:

Short conjunctions

like	alike	resembles	similarities	as.....
just like	likewise	also	same , too.
just as	equally	similarly	similar	both

Longer Expressions

In the same way

X is similar Y in that (they).....

X and Y are similar in that (they).....

Like X, Y [verb]....

In like manner

One way in which X is similar to Y is (that).....

Another way in which X is similar to Y is (that).....

Organizing Contrast Paragraph

As mentioned above, a contrast paragraph discusses the differences between (at least) two things. You can organize contrast paragraphs in much the same way that you can organize comparison paragraphs, that is, you can organize them either according to points of similarity or according to sub topic. Here is an example of such a paragraph organized by subtopic. Notice the contrastive expressions in bold letters.

Hamusit and Tana Island are both villages that are near to Bahir Dar; however, they are noticeably different in many aspects. For example, the physical size of each village is different. Hamusit is large, having an area of 114 square miles, whereas Tana Island is only about a tenth of the size of Hamusit, having an area of only about 12 square miles. Another difference is in the size of the population of each village. Hamusit has about 4000 people living in it, but Tana Island has less than 100. The two villages also differ in the weather condition that each possesses. For example, Hamusit is a dry village and receives an average of 18 millimeters of rain per year. However, Tana Island is found at a moist area and receives an average of 44 millimeters of rain per year. In addition, the location of the two villages is different. Hamusit is located on landmass and has no surrounding water body, whereas Tana Island lies on Lake Tana and is surrounded by a water.

Contrast Paragraph -- Organized by Similar Points

TOPIC SENTENCE	(a) Hamusit, and (b) Tana Island are noticeably different in many aspects
POINT # 1	The physical size of each village is different.
DETAIL (a)	• Hamusit is large, having area of 114 square miles.
DETAILS (b)	• Tana Island is smaller, having an area of only 12 square miles.
POINT #2	The population size of each village is different.
DETAILS (a)	Hamusit has about four people.
DETAILS (b)	Tana Island has less than one thousand.
POINT #3	The two villages differ in weather condition.
DETAILS (a)	Hamusit is dry.
DETAILS (b)	Tana Island is found in a moisten area.
POINT #4	The two villages differ in location.
DETAILS (a)	Hamusit is located on landmass.
DETAILS (b)	Tana Island is surrounded by water.

Here are some common transitions showing contrast.

however	on the other hand	different
in contrast	as opposed to	differently
instead	unlike	differs

Here are some more contrast conjunctions that you can use:

Short conjunctions

in contrast,
by contrast,
, but
, yet
nevertheless

Subordinating conjunctions

even though + (sentence)
although + (sentence)
where as + (sentence)
unlike + (sentence)
while + (sentence)

Comparison-Contrast Paragraph

The writer may wish to develop a combined comparison/contrast pattern within the same paragraph, i.e., the writer may wish to discuss both the similarities and the differences between two objects, persons, places, events, aspects, etc., within one paragraph. With this type of paragraph, however, there is no rule or regularity about which should come first. The first step what the writer should do is identifying the two subjects he/she is comparing or contrasting. Sometimes the writer may wish to begin with discussing similarities, and other times he/she may want to begin with discussing differences. Whatever the writer wanted to discuss first, he/she begin by telling his/her reader that he will be discussing similarities as well as differences.

4.4.4 Classification

Classification is the process of putting a large number of items or behaviors into smaller, well-defined groups. Each group's members or items share similar traits or characteristics that are unique; no other group has the same traits. The writer should put similar looking or acting items or behaviors into the same group and describe one group's unique traits, behaviors, attitudes, or other characteristics.

Many classification systems are already in place; for example, **movies** are classified by **genre**: Western, Romance, Science Fiction, and Thriller; **subjects in school** are classified by **discipline**: Science, Mathematics, English, and Home Economics. Since these categories already exist, they do not present much challenge to the reader. In English classes, it is more fun and creative to come up with your own topic and classification system. For example, if a hotel prepares various foods, you might group them by type of **food**: vegetables, fruits, meat, cookies, cheese and so forth. You might group drinks into beverages, alcohol, and soft drink. Or you might put the original groups such as those prepared in home, and in factories. Or each can be classified, for example, soft drinks, can be further classified as: Coca Cola, Sprite, Pepsi, Fanta, Mirinda, Seven-Up, Mineral Water and so on.

Example 1

Blood cells are classified into three: **red blood cells, white blood cells and blood platelets**. The first types of blood cells are red blood cells. Red blood cells make up almost 45 % of the blood volume. Their primary function is to carry oxygen from the lungs to every cell in the body. Red blood cells are composed predominantly of a protein and iron compound called hemoglobin that captures oxygen molecules as the blood moves through the lungs, giving blood its red color. The other types of blood cells are white blood cell. They make up about 1% of blood, and they play a vital role in the body's immune system—the primary defense mechanism against invading bacteria, viruses, fungi, and parasites. They often accomplish this goal through direct attack, which usually involves identifying the invading organism as foreign, attaching to it, and then destroying it. The third types of blood cells are the platelets. They are the smallest cells in the blood, and they are designed for the process of coagulation, or forming a clot, whenever a blood vessel is broken. As soon as an artery or vein is injured, the platelets in the area of the injury begin to clump together and stick to the edges of the cut.

Example 2:

Sleepers fall into three categories: light sleepers, average sleepers and heavy sleepers. Light sleepers have a hard time falling asleep and staying asleep. They can't fall asleep unless the room is totally quiet and completely dark. They use a sleep mask and earplugs to help them get sleep. Even after they fall asleep they do not sleep soundly. They swear and can hear tiptoes across the living room when they are wearing their earplugs in bed. They wake up and read, raid the refrigerator, or turn on the television at least twice each night. Average sleepers fall asleep fairly easily unless they have a problem in their mind. Even if they toss and turn until they get to sleep, they tend to sleep through the night. Loud noises like car alarms or sirens can wake them, but they are usually deep in sleep until their clock radio blasts them awake. Heavy sleepers fall asleep in an instant. They can climb into bed and be unconscious in a minute. When roommates come in late, slam the door, and pump into a chair, they won't wake up. A car wreck outside the window does not disturb them. They sleep through every morning until their roommates shake them into awareness.

Note:

Like the other paragraphs, first you will develop a topic sentence which is convenient for classification. After finding a topic to classify, establish the central, unique characteristic of each category. This is a criterion used for selection, the one main idea that helps you put every thing into its proper category. For example if you were to classify a box of mixed tools you picked up at a garage sale, how might you sort them? You could sort by

- **Type:** hammers, saws, screw drivers, nails, screws, wedges, miters, drill bits and so on; thus “type” could be the central unique characteristic.
- **Size:** bigger pieces of equipment (hammer, saw, miter), smaller tools (screw drivers, wedges), and tiny pieces used to build other things (nails, screws); thus “size” could be the central unique characteristic.

You could also sort them by type of metal or weight or age (if you collect antique tools). If, while you are sorting, you find that something can fit into two categories, then you haven’t refined your categories well enough, or you have listed traits in one category that actually do not belong there. You will need to reexamine your traits list.

1. *The classifier approaches a body of unorganized material with the intention of organizing it for some purpose.* Different purposes will result in different classifications. For example, people can be classified according sex, age, income, IQ, marital status, blood types, and so on. The classifier’s purpose determines how he is going to classify the material.
2. *The purpose determines the principle of selection to be used in deciding which items are to be placed in which class.* The principle of selection must be maintained for all main classes, though a different principle may be used in going from main classes to subclasses. For example, after people have been classified by sex, the sex groups may be subdivided into age groups. Age then becomes the principle of selection in the subgroups.
3. *Items are grouped within a class as they are seen to be alike in some characteristic which is essential to the principle of selection.* Thus all words showing change toward narrower meaning go in one group; all showing change toward wider meaning go in another. The essential characteristic is what distinguishes one group from another, and is called class characteristic.

4. *Each class is given an identifying label.*
5. *In an ideal classification all items should fit into some class, and no items should be left over.* Unclassified items suggest a flaw in the classification. If items cannot be classified, they are put in a class of exceptions, like the exceptions to the rules of English spelling. Obviously, the more exceptions there are, the less useful the classification is. A pollster seeking to find out whether people are generally satisfied with the present administration would be unhappy if half of those polled had no opinion.
6. *If a class is divided into subclasses, it must have at least two.* Whether a class should be divided into subclasses depends on the material being classified. Some classes of classification may not require subdivisions, but some other classes do. But it would be illogical to have only one subgroup of a class. If there are not at least two subclasses, no subdivision is necessary.

4.4.5 Cause and Effect

At times making an important idea or event fully understood in writing may require the writer to offer information which readers may need or want to know *what led up to* the event or idea--that is, *what caused* it to become what it is now. Or they may need or want to know the *effects* of the idea or event-- that is, the *results* or *consequences*. In other words, the readers will want the writer to give the answers to one or both of these questions: *What caused the event or idea? What effects or consequences does event or the idea have?* The writer should then include in his/her paper a paragraph that has a *cause* pattern or *effect* pattern or a combined *cause/effect* pattern. The supporting sentences will then answer one or both of these questions about the event or idea.

Cause Paragraph

Here is an example of a writing topic asking for causes of a particular phenomenon.

These days, the spread of deserts across the world is increasing in alarming rate. You will get the details in the following paragraph. Notice that the first sentence identifies the topic- *desertification is expanding so large-* and that all the supporting

sentences describe the causes of this phenomenon described in the first sentence. In other words, if the **topic** sentence introduces an **effect**, the supporting sentences all describe causes for the described event in the topic. The paragraph below illustrates the cause pattern.

These days, the spread of deserts across the world is increasing in alarming rate. There are many reasons for this occurrence. First, the clearing of vegetation cover to get new land for farming resulted in rapid loss of forests. This depletion of forests degraded wild life and soil. Second, the rapid growth of population made peoples to push cultivation into areas that were entirely unsuitable for agriculture. These activities of man on highly sensitive and delicately balanced ecosystem led to a progressive decline in the vegetation cover. Third, the pastoral nomads are the other protagonists in the tragedy for the fact that far more animals are building up than the system can maintain, i.e., the number of animals is increasing beyond the potential of land. Finally, the progressive destruction of the third world's stock of trees for the existing demand for firewood and timber as building material is accelerating soil erosion and reducing its capacity to feed and employ people. If forests continue to be depleted in such ways, it is inevitable that the problem aggravates and our globe will be affected by desertification much much higher than the present.

The diagram, below, show the model cause paragraph is organized. In this diagram you should see that the topic – **desertification is expanding so large** - is given in the opening sentence. Notice, too, that the supporting sentences give the **causes** for *why desertification is expanding*.

Effect (topic sentence)	Causes (supporting sentences)
These days, the spread of deserts across the world is increasing in alarming rate. [There are several reasons for this]	There is clearing of vegetation cover to get new land for farming
These days, the spread of deserts across the world is increasing in alarming rate.	The rapid growth of population made peoples to push cultivation into areas that were entirely unsuitable for agriculture.
These days, the spread of deserts across the world is increasing in alarming rate.	The number of animals is increasing beyond the potential of land.
These days, the spread of deserts across the world is increasing in alarming rate.	There is destruction of trees for source of energy and constructions.

Activity 4.2: Write a cause paragraph by using one of the following topics.

- Causes of abortion
 - Causes of student failure
 - Causes of poverty
 - Causes of richness
 - Causes of famousness
-

Effect Paragraph

Here is an example of a writing topic asking for effects of a particular event.

The last night storm caused a great damage.

You will get the details in the following paragraph. Notice that the first sentence identifies the topic - a storm caused a great damage - and that all the supporting sentences describe the effects of this phenomenon described in the first sentence. In other words, if the **topic** sentence introduces a **cause**, the supporting sentences all describe effects for the described event in the topic. The paragraph below illustrates the effect pattern.

The last night storm caused a great damage. The winds blew up to ninety four miles an hour and it rained very hard. Eucalyptus trees by the river blew over, and the trees hit the power lines and blacked out the areas for five hours. Before morning, as the river overflowed its banks, homes were flooded, roofs caved in, and thousands of families living nearby were forced to flee their homes with whatever belongings they could gather. Downtown, the main street was flooded; the cars were left stranded in the bumper-deep water, and even some automobiles floated over the streets.

The diagram below shows how the model effect paragraph is organized. In this diagram you should see that the topic – **a storm caused a great damage** - is given in the opening sentence. Notice, too, that the supporting sentences give the **effects** of *the terrible storm*.

Cause (topic sentence)	Effects (supporting sentences)
The last night storm caused a great damage. [There are several effects of this]	It knocked down trees.
(The last night storm caused a great damage.)	It caused a blackout.
(The last night storm caused a great damage.)	It ruined homes and caved in the roofs.
(The last night storm caused a great damage.)	It forced people evacuate their homes.
(The last night storm caused a great damage.)	It flooded Main Streets.

Cause/Effect Pattern

The writer may wish to develop a combined cause/effect pattern with in the same paragraph. With this type of paragraph, there is no rule or regularity about which should come first (after the topic sentence). Sometimes the writer may wish to indicate cause before effect, and other timers he/ she may want to begin with the result or effect. Sometimes, in this pattern, one cause is followed by several results. And sometimes several causes are followed by a single result.

Explanations of cause and effects very often use transitions such as the following:

thus	reasons	leads to
because	result	brings about
leading to	effects	therefore
since	causes	as a result

Here are some other common conjunctions that can be used to express cause and effect:

for this reason	since	because of +noun phrase
as a result	because	due to + noun phrase
therefore	consequently	so

Activity 4.3

If the following topic sentences are developed, they can form cause/ effect paragraphs
Develop one of them into a paragraph indicating both the causes and effects of the topic.

- The place where children grow may determine their future.
 - How you behave in a society will determine your acceptance in that society.
 - The way a teacher treats his/her students can have a great effect on students' life.
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