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# **BLOCK INTRODUCTION**

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In this Block, we concentrate on writing skills. We begin with the most basic level, i.e. writing of paragraphs, where we have exemplified different types of paragraph writing such as writing descriptions, cause and effect, comparison and contrast, and so on. We have helped you identify the topic sentence and write around it using linking devices.

As nurses you need to write official letters where you may have to 'complain', 'request', perhaps 'order goods'. In Units 2 and 3 we teach you the mechanics of writing formal letters, as well as different types of formal letters.

Writing Reports is a technical skill which is required by most professionals. In Unit 4, we give you the format of reports, and models of different types of reports.

Tables, charts and graphs are often included in reports/presentations/articles/research findings. In Unit 5, we touch on non-verbal information which is often an integral part of any formal writing or speaking.

Finally, we help you in Unit 6 to write a Clinical Case Study, an activity which is integral to your profession.

We hope you enjoy reading this Block and find it useful.



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# UNIT 1 WRITING PARAGRAPHS : THE DEVELOPMENT OF A PARAGRAPH

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## Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 The Topic Sentence
- 1.3 Sentence Functions in Paragraph Development
- 1.4 Coherence
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- 1.12 Comparison and Contrast
- 1.13 Let Us Sum Up
- 1.14 Key Words
- 1.15 Answers to Check Your Progress
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## 1.0 OBJECTIVES

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After reading this unit, you will be able to:

- write paragraphs which are developed coherently and cohesively
- use appropriate methods to develop paragraphs such as: illustration, definition, cause and effect, classification, sequencing and comparison and contrast.

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## 1.1 INTRODUCTION

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

In this unit we will discuss the elements that made a good paragraph — the topic sentence, the function of different sentences in the development of the topic, thematic coherence, and the use of linking and cohesive devices. In other words, you will learn how to organise your paragraphs. In this unit, we shall also 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.

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## 1.2 THE TOPIC SENTENCE

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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 paragraph 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 traveling 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 Book.)

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.

### Check Your Progress 1

#### 1) Reading Comprehension

Read *Example 1* again and answer the following questions:

- a) What title would you like to give this paragraph?

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- b) Why does the hunter need to know ‘the ways of his quarry’?  
.....  
.....
- c) Give two examples of how a modern city-dweller comes in contact with animals.  
.....  
.....
- d) Are animals always a source of pleasure for him? Which words tell you that sometimes they are not?  
.....  
.....

2) **Vocabulary**

Read *Example 1* again and answer the following questions:

- a) Find two verbs which mean the same as ‘take pleasure (in)’.  
.....
- b) Find an adjective which is equivalent to ‘belonging to the earliest stage of development’.  
.....
- c) Find equivalents of the following words/phrases  
.....  
Wonder, Close 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’)

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.

**Check Your Progress 2**

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

**Ancient**

**Modern**

i) .....

.....

ii) .....

.....

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

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.....

b) Why is a modern battle more dangerous?

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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'.

.....  
.....

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.

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.....

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 realize that much of the nourishing food for plants in the river would be trapped by the dam, so the 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.)

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### 1.3 SENTENCE FUNCTIONS IN PARAGRAPH DEVELOPMENT

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The sentences in most well written paragraphs have *four* general functions. First, there are paragraph *introducers* — which are sentences that establish the *topic focus* of the paragraph as a whole. Second, there are sentences which present examples or details of various kinds to support the ideas set forth by the paragraph introducers. These are the paragraph *developers*. Third, there are viewpoint or *context modulators* — sentences that help to move on from one idea to a different one. Fourth, there are *paragraph terminators* that logically conclude the ideas discussed in the paragraph.

Let us analyse Example 1 and find out the functions of the sentences in this paragraph.  
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.
- 4) Note that all paragraphs do not need a context modulator.

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 unbelievable lavish fruitfulness of marine life forms, and the utter ruthlessness with which the large 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.)

**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. Note the difference in eggs laid and the number of fish that survives.
- 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 doesn’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.

**Check Your Progress 3**

**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) From the passage find the opposites of :

Barrenness: .....

Terrestrial: .....

Very large: .....

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**1.4 COHERENCE**

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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 idea logically leads to the next.

Let us look at these two sentences:

- 1) Yesterday I got up late and had to rush to office.
- 2) Yesterday I got up late and decided to buy a new house.

In sentence one, we can establish a relationship of cause and effect between the two parts of the sentence— *getting up late and rushing to office*. But in the second sentence there is no connection between *getting up late and deciding to buy a new house*. Hence you must be careful that your ideas are logically connected in a paragraph.

**Check Your Progress 4**

- 1) Keeping in mind the idea of *coherence*, identify the sentences which are **not** related to the idea of *nasal injuries* and write in the blanks given below:
  - a) Injuries to the nose are common, and all too often the delicate nasal bones are fractured.
  - b) This may displace the septum to one side or other, and perhaps change the whole expression of the face.
  - c) It may also interfere with the normal passage of air through the nose.
  - d) Nasal polyps are semitransparent tumour—like growths in the nose which may cause partial or complete obstruction as well as headache, nasal discharge and a loss of the sense of smell.
  - e) Whenever possible the nasal bones should be replaced in their normal position, so that the nasal septum will heal and the nose will appear straight.
  - f) Whatever the cause of polyps, the patient should be evaluated for his sensitivity to dust, pollen, bacteria, industrial fumes, tobacco and other offensive odours.

Sentence numbers ..... and ..... are not related.

- 2) 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.

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## 1.5 LINKING DEVICE

Another technique which brings coherence in a paragraph is the use of transitional/linking 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 linking devices are and how they can be used. The linking 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 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. (ed.). The ‘Monkey’ s Success in the Trees’ in *The Primates*. Time-Life Books.)

As you have seen, linking 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 word/phrases *First*, *Secondly*, *Moreover*, *Most important of all* indicate the four main reasons why human beings have 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 monkey 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 linking devices.

- to express result: *therefore, as a result, consequently, thus, hence*
- to give example: *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*
- express sequence: *first, second, third, then, next, finally.*

### Check Your Progress 5

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?

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.....  
.....

- 4) In the context of this passage, find a word:

- i) with the same meaning as 'limited' .....  
ii) which is the opposite of 'thrive' .....

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## 1.6 OTHER COHESIVE DEVICES

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There are other ways to establish links between sentences in a paragraph. In this Section we will discuss some more ways to establish such links for greater cohesion in a paragraph.

Mumps is a contagious disease that occurs most frequently in children and young people between the ages of five and fifteen years of age. Most people have mumps only once in their lives but one person in ten may have a second attack. This disease is caused by a virus which attacks the salivary glands of the mouth, particularly the *parotid* glands located on each side of the face just below and in front of the ear.

(From Anderson, C.R., *Your Guide to Health*, Oriental Watchman Publishing House India)

Thus we use some words which refer to some other item that has come before. The reference words in the above passage are identified for you. For example — *Mumps* is the disease that we are talking about in this paragraph. *That* refers to *mumps* and *contagious* disease. So does *this disease* in sentence three. What do the following words refer to?

their (sentence 2) .....

which (sentence 3) .....

### Check Your Progress 6

- 1) Find out and write what the italicized word refers to in the following sentences.

- a) A biologist in a person *who* studies living things.

.....

- b) Lhasa, *which* is in Tibet, is the world's highest capital city.

.....

- 2) The reference words have been italicized in the following text. Write what do these words refer to:

There is a lot of gold in sea water. Scientists, inventors and swindlers have tried to make *their* fortune from *it*. Only the swindlers, by cheating those who believed *them* have got rich. *The others* have spent huge sums of money but only tiny amounts of gold have been recovered. We have so far discussed the elements that go into the organisation of a paragraph. We now discuss the different techniques of developing paragraphs.

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## 1.7 ILLUSTRATION

Giving examples is one of the easiest ways of developing a topic and this is known as 'Illustration'. When a writer gives examples, she/he helps the reader to understand a rather difficult and abstract generalization which may be contained in the topic sentence. She/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 expression like *for example, for instance, an example*, etc.

### Example 5 (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. Thousand 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.)

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 example should represent a reasonable cross-section of the group you are dealing with.

### Check Your Progress 7

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

	<b>Name of Animals</b>	<b>Skills to be developed</b>
i)	Young birds and bats	learn to fly.
ii)	.....	.....
iii)	.....	.....
iv)	.....	.....
v)	.....	.....
vi)	.....	.....

2) Read the paragraph given below and answer the questions that follow.

**The Successful Interview**

1) To be successful in a job interview, the applicant should demonstrate certain personal and professional qualities. 2) In as much as the first and often lasting impression of a person is determined by the clothes s/he wears, the job applicant should take care to appear well groomed and modestly dressed, avoiding the extremes of too elaborate or too casual attire. 3) Besides care for personal appearance s/he should be neither ostentatious nor familiar but rather straightforward, grammatically accurate and friendly. 4) In addition, s/he should be prepared to talk knowledgeably about the requirements of the position for which s/he is applying in relation to his/her own professional experience and interests. 5) And finally, the really impressive applicant must convey a sense of self confidence and enthusiasm for work, factors which all interviewers value highly. 6) The job seeker who displays these characteristics, with just a little luck, will certainly succeed in the typical personnel interview.

a) What is the function of sentence 1? What role does it play in the paragraph?

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

b) How do sentences 2, 3, 4 and 5 develop the paragraph?

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c) Is sentence 6 necessary for this paragraph? Give reasons for your answer.

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## 1.8 DEFINITION

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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

<b>Term</b>	<b>Class</b>	<b>Differentiation</b>
Nurse	a woman or man	helps take care of the sick
Surgeon	a doctor	who perform 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 abstract 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

*Analysis of the Paragraph*

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

**Example:** Arctic explorers used maps drawn by Eskimo people.

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

**Example :** Maps of both ancient and modern times.

**Check Your Progress 8**

- 1) Read the paragraph given below and answer the questions that follow.

**Photosynthesis**

Photosynthesis, which occurs in all land plants and many water plants’ is a food manufacturing process upon which all living things depend. The word is made up of two terms: *photo*—meaning light and *synthesis*, in chemistry meaning the combination of two or more simple elements into a complex chemical compound. More precisely, photosynthesis is the process by which plants use the energy of light to produce compounds, such as sugar and starch, from a number of substances including water and carbon dioxide. In addition to the organic compounds, photosynthesis forms oxygen which is released into the air. In the conversion of light energy into chemical energy, photosynthesis is a primary energy producing process for all plant and animal life.

(From *Paragraphs to Essays* by Maurice Imhoof and Herman Hudson, Longman).

- a) What is the function of the first sentence in this paragraph?

.....

- b) What function do sentences 2 to 5 fulfil in this paragraph?

.....

.....

.....

- c) How does the last sentence sum up the central idea of the paragraph?

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.....

.....

- d) The word Photosynthesis is made up of two parts—photo + synthesis. Think of and write more words which can be made up of photo+ ..... Write their meanings as well.

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.....  
.....

- 2) 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. Try and avoid unnecessary repetition.

- 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 largest mammal, the blue whale, which is 150 tons, to shrews, which weigh only a few grams.

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## 1.9 CAUSE AND EFFECT

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Besides using illustration and definition 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?” “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 a bus accident, or the effects or consequence of taking drugs, of deforestation, etc.

- a) **Cause**

Analysing the cause can be quite a complex task. For example, a daughter 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 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 7 (Development of a paragraph by listing the causes)*

Food Poisoning, also known as acute gastro-enteritis is an acute inflammation of the lining of the stomach and small bowel. It is caused in various ways, one of which is excessive indulgence in alcohol. Viruses may also produce a similar condition known as virus enteritis. Some people are allergic to certain items of food which though wholesome to others, may act as poison to them. Others react poorly to various drugs, catharsis and chemicals. Shellfish poisoning is common in certain parts of the world. The worst attacks of food poisoning are caused by germs. Foods used at picnics, in restaurants, and at home are easily contaminated by toxins, or poisonous substances. The trouble seems to arise from skin infections on the hands of those who handle food, or perhaps by coughing.

(From Anderson C.R: *Your Guide to Health*, Oriental Watchman Publishing House.)

Analysis of the Paragraph

Now choose the correct answer.

- 1) The first sentence of the paragraph  
Explains/compares what food poisoning is.
- 2) "It is caused in various ways" tells us there is only one cause/many causes which result in food poisoning.
- 3) List the causes of food poisoning.
  - a) .....
  - b) .....
  - c) .....
  - d) .....
  - e) .....
  - f) .....
  - g) .....
- 4) Tick (✓) the correct statement from the two given below.
  - a) All the causes listed in the paragraph are equally important. ( )
  - b) Only the first two causes of food poisoning given in the paragraph are important. ( )



**Check Your Progress 9**

You have just read and analysed a paragraph which lists the causes of food poisoning. It follows a sequence where all the causes are listed. (No one cause is more important than the other.) Now, think of your own life. For instance, what were the reasons which led you to join this course in IGNOU. Jot down your reasons.

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**b) Effects**

Effects or consequence 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 8 (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 building 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*)

**Check Your Progress 10**

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

*Cause* : The power of ..... i) .....

*Main effect* : The great ..... ii) ..... it causes.

<b>Details of the effect:</b>	<b>On land</b>	<b>At sea</b>	<b>In mountain regions</b>
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.

- 2) Note down your reasons for joining the B.Sc Nursing programme at IGNOU. Now write down in about 100 words what you think will be the results or consequences of your joining this programme.

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c) 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 men’s basic needs can be ultimately traced back to the sun. In the first place, by its light and warmth the sun directly provides man with water, for the heat of the sun cause 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.)

Check Your Progress 11

- 1) 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 organisation 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) .....

- 2) 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 joining IGNOU.

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

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

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## 1.10 CLASSIFICATION

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There are various ways in which people organize the world around them. One way they do this is by looking for relationships among objects or ideas and classifying them into groups according to their similarities and differences.

### Self-check Exercise

Given below is a list of words. Classify them into groups. Give each group a heading. Can you explain why you grouped them as you did?

doctor	father	daughter
uncle	aunt	Mongoloid
Caucasian	Negroid	son
nurse	engineer	dentist

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Why do we need to classify things? Without classification systematic thought would be difficult. You must have noticed that in the list given above we are referring to human beings. Yet we need to classify the words into various categories. Similarly, biologists classify forms of life in order to describe them better. They classify living things into plants and animals. They classify animals into vertebrates (having a back-bone) and invertebrates without a back bone. They classify vertebrates into mammals, birds, reptiles, amphibians and fish. Each class has its distinct characteristics, and so, if a biologist comes across some creature s/he hasn't met before, s/he has at least some way of describing it.

Of course classification depends on the purpose of writing. A biologist writing for fellow scientists would use very different categories for species of 'reptiles' than a schoolboy on a field trip. What are the factors involved in classification? The way we classify depends

on what characteristics we think are important. For example, in biology, the presence of backbone in the body is an important characteristic which differentiates animals, so we have the categories of vertebrates and non-vertebrates. Generally, in academic writing (unless new discoveries are made) classifications are based on conventions (how others have done it), and on the purpose of writing. When you organize your writing according to class relationships, you must keep in mind the following points:

- **Use only one principle of classification;** e.g. Cars can be classified according to size, manufacturer, price, and country of origin. Choose the principle of classification suitable for your purpose.
- **Be consistent.** Once you've decided on a scheme of classification, stick to it throughout your composition. Mixing different ways of classification would cause a lot of confusion. For example, if you are classifying television programmes, do not put 'morning shows, afternoon shows, evening shows' with/detective serials, UGC programmes and children's programmes.
- **Make the categories as complete as possible.** All the individual units you are describing should fit into one of the classes you have adopted. In some cases you may be faced with the prospect of an endless number of classes. For example, if you are discussing religious beliefs and practices, you may end up with a long list of types. It may, then be a good idea to restrict yourself to, say, 'Major Religions in India.'
- **Do not hesitate to acknowledge an overlap of categories in some cases.** Classifications are necessary, but they can also be arbitrary, especially in subjective writing. For example, you may classify people as introverts and extroverts, but it is a good idea to mention that introverts can sometimes be outgoing among close friends, and extroverts can be shy in unfamiliar situations.

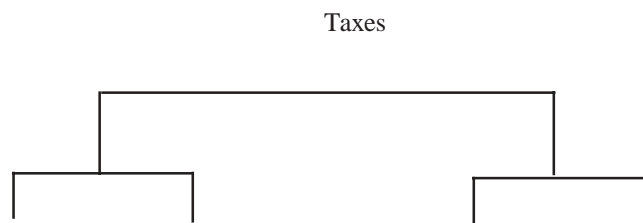
Given below is a passage which is organized in terms of classification. Read it carefully and try to understand its arrangement.

*Example*

A government's main source of revenue is taxation. Taxes are contributions that the people of a country pay to their government to administer the country's affairs. There are two main types of taxes — direct and indirect. Direct taxes are those that individuals or firms pay directly to the government. These will include income tax (paid by the individual) and corporate tax (paid by companies). Indirect taxes paid on goods and services, such as sales tax, entertainment tax, etc.

**Self-check Exercise**

Try to organize the information in the paragraph above in terms of a tree diagram given below.



**Check Your Progress 12**

Write a paragraph discussing the classification of bacteria using the following information. You can combine or ignore any of the points given.

**Bacterial Classification**

The classification of bacteria is a complex and confusing subject.

They are artificially classified according to certain laboratory characteristics including:

- shape
- staining
- growth characteristics
- biochemical reactions
- antigenicity, etc.

The major primary classification if according to SHAPE eg:

Spherical = “cocci”

Cylindrical = “bacilli”

Helical = “spirochaetes”

**Type of Infective Agent**

**Gram Positive:**

Shape	Oxygen needs	Type	Associated with
Cocci	Aerobic	Staphylococcus	Boils, carbuncles, abscesses etc.
		Streptococcus	Scarlet fever, bacterial endocarditis, pneumonia
Bacilli	Aerobic	Bacillus	
		Listeria	Meningo-encephalitis, infection of womb
		Lactobacillus	Found in dairy products and as commensals in alimentary canal and vagina. Responsible for souring milk.

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## 1.11 CHRONOLOGICAL SEQUENCE

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By chronological sequence we mean that we arrange events in the order in which they occur in time, beginning with the first event, going on to the next event, and so on until we have come to the last event. This is the method that we normally use when we tell a simple story, describe a process, report incident and events, or write a biological sketch.

**Biographical Writing**

**Self-check Exercise**

Given below is a biographical sketch of Ronald Ross, who discovered how malaria was transmitted. The sections are not in the right order. Arrange them in the correct chronological sequence. Check your answer with that given by us below the glossary.

## Writing Skills

- i) He started to study malaria and during a vacation in England in 1894, met Patrick Manson, thirteen years his senior and learned in tropical diseases.
- ii) In 1897, at the age of forty, Ross made one of the greatest of medical discoveries. He proved that malaria was transmitted by mosquitoes, showed how the transmission occurred, and identified the particular kind of mosquito that was responsible for it.
- iii) He was educated in England and returned to India in 1881 as an officer in the Indian Medical Service.
- iv) Ronald Ross was born at Almora, in the Himalayas, in 1857.
- v) Manson directed him to an effective study of the disease, and with his help and encouragement, Ross solved the mystery.
- vi) Then, about 1890, his medical conscience was stirred by the appalling disease and misery with which he was surrounded in the course of his work as an army surgeon in India, and he began to feel that he ought to try to do something about it.

(From S.G. Crowther: *Six Great Doctors*, Hamish Hamilton Ltd., London.)

### Glossary

*Tropical* : of the tropics, parts of the world between the Tropic of Cancer (23° North and the Tropic of Capricorn (23° South)

*Transmitted* : passed on

*Appalling* : shocking

Did you arrange the sentences in the following order

iv,            iii,            vi,            i,            v,            ii

If you think of the exercise you have just completed, you will probably realize that the cues used to organize the biographical details chronologically are the dates mentioned in the text. You will find that most biographies are organized sequentially in a clear time frame, according to the dates of important events.

Our daily lives are also generally organized in a similar fashion, where we see time moving in one direction — from the past to the present and from the present to the future. Yet, there are moments in our lives which are more important than others and which we tend to highlight. If we write about such events, we may break the natural chronological sequence.

### Process

Another type of writing which involves chronological sequencing is what is known as process analysis.

When you wish to tell your reader how to do something (like change a tyre) or explain how something works (such as how the heart pumps the blood through the body), you need to use this device.

Like narrating a story, a process is organized chronologically. But here, the natural time order is strictly followed i.e. starting at the beginning of the process, and continuing step by steps to the end.

### Instruction

When you tell someone how to do something, how to perform a specific task, you are giving instructions. The instructions may involve giving directions for preparing a recipe, or informing someone about the procedure for conducting a scientific experiment. If your instructions are carefully thought out and planned, they should enable your readers to carry out the task successfully. To write accurate and easily understood instructions, you must keep the following things in mind.

- You must thoroughly understand the process that you are describing, and if possible, try it out yourself. This will help you anticipate any difficulties that might arise.
- Use linking words which will make clear the sequence in which events or the stages in a process occur.

The table below gives some common linking devices used when describing a process:

<b>Beginning steps</b>	<b>Middle steps</b>	<b>Final steps</b>
First(ly)	Second	Finally
Initially	Third, etc.	In the end,
To start with	Next, then, After that, When....., Subsequently, At the same time.....	Lastly

### Check Your Progress 13

Given below are the instructions for the use of eye ointment. Write a paragraph using proper linking devices.

#### *The use of Eye Ointment*

- 1) Wash hands before use.
- 2) When using a new tube for the first time. Squeeze out a ½" (about 1 cm) strip and throw it away
- 3) To use:
  - a) Tilt the head of the patient slightly to the back.
  - b) With the lower lid turned down, gently apply a strip of ointment about ½" (or 1 cm) long to the inner surface of the lid.
  - c) Close the eye, and gently massage the lids for a few seconds.
  - d) Remove any surplus ointment with a clean tissue
  - e) Vision may be blurred after applying the medication. Hence warn the patient not to drive or operate machinery until vision is clear.
- 4) Always replace the cap. And keep the tube in a cool place.
- 5) Avoid letting the nozzle of the tube touch the surface of the eye, or the lashes or table tops, etc.
- 6) Advice your patient to never share the ointment with other people.
- 7) Discard any remainder when the treatment is finished, or after four weeks.

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**Explaining a Process**

When you prepare instructions, your purpose is to help your reader to complete a specific task by following the step-by-step procedure you have outlined. If you are asked to write an explanation of a process, on the other hand, your purpose will be quite different. You will be telling the reader how something works or how something is done or why something is done. The process you explain may be an event that occurred in nature (the formation of the Solar System, for instance) or an activity that requires human effort (e.g. harvesting of rice).

As in the writing of instructions, you must thoroughly understand the process yourself before you explain it to your readers. Another common feature in the explanation of a process and instructions is that both kinds of writing are composed of steps arranged in a natural chronological order. The example below explains how black tea is made. Read it carefully and note how it is different from giving instructions.

*Example 9*

**Black Tea**

The basic steps in making black tea from the raw leaf are withering, rolling, fermenting, and firing (drying). First the leaves are transported from the plantation to the factory as rapidly as possible. The leaves are spread on racks to wither. This removes about one third of the moisture, and the leaves become soft and pliable. After this they are rolled to break the cells and release the juices, which are essential for the fermenting process. Then the leaves are spread out and kept under high humidity to promote fermentation, which develops the rich flavour of black tea. Then the leaves are dried (fired) until the moisture is removed.

*(From The New Book of Knowledge, Vo. 18, Grolier Incorporated, New York).*

*Rack:* a framework with bars, pegs or shelves for holding things or hanging them on  
*pliable:* easily bent

**Analysis of the paragraph**

Choose the correct answer.

- 1) The first sentence **lists/explains** the chronological sequence of making black tea.
- 2) Complete the columns.

<b>Action</b>	<b>Rationale</b>
i) Spread on racks (to wither)	.....
ii) .....	To break cells and release juices (essential for fermenting)
iii) Leaves spread out and kept under high humidity	.....
iv) .....	To remove moisture

- 3) Complete the sentence by filling in the blanks.

In this paragraph of process explanation the main .....of the process are stated along with the .....for following that step.

**Check Your Progress 14**

Combine the two columns — action and rationale — to write a paragraph on how to help victims of poisoning. Add more explanation if necessary.



Action	Rationale
1) If victim not breathing—start artificial respiration	a) Lack of oxygen may cause brain damage.
2) Call a doctor	b) Expert help
3) If patient likely to vomit, place him on stomach with head on one side	c) Patient should not inhale any vomit. Might choke
4) If conscious, ask what he has taken.	d) Identification of poison for correct treatment
5) Keep the patient warm.	e) Limit the effects of shock.
6) Do not leave patient alone.	f) Condition may worsen suddenly.

**Begin your paragraph like this.**

To help a victim of poisoning we can follow certain steps as precautions. In the first place, if the victim is not breathing, we should give him/her artificial respiration as lack of oxygen can cause brain damage within three minutes.

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Did you notice that you have to follow certain steps one after the other and you must know why you are doing so. It is easier to remember procedures if you know the explanations for the actions taken.

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## 1.12 COMPARISON AND CONTRAST

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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 choose a particular medicine for a patient when two or more of the similar kinds are available. Hence comparison and contrast are a continuous process in our lives.

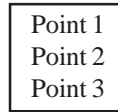
We generally compare or contrast two items for three basic purposes:

- i) We wish to point 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.

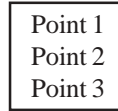
**Writing Skills**

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.

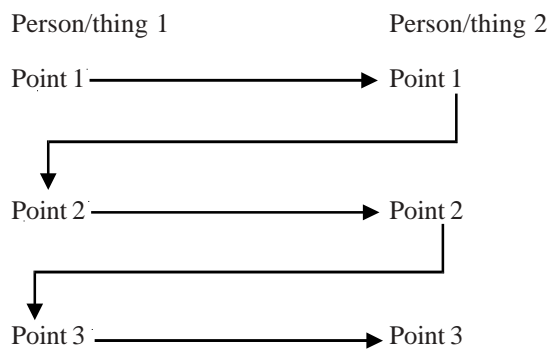
Person/thing 1



Person/thing 2



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



*Example 10 (Paragraph developed by comparison)*

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

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

**Glossary**

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

*Analysis of the Paragraph*

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

*Comparison:*

Subject 1: People

Subject 2: Monkeys

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

**Check Your Progress 15**

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

Fill in the blanks:

- 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) .....

Choose the correct alternative.

- d) The writers of this paragraph:
  - i) believe in dictatorship
  - ii) are being practical
  - iii) do not believe in equality

*Example 11 (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° during its day, and cools to — 155°C at night. In contrast, the Earth is covered by an atmosphere which we can breathe, and which also keeps the temperature quite constant.

**Glossary**

- rotates : turns around a fixed point
- axis : an imaginary line around which a spinning body moves.
- orbits : goes round
- volcanoes : mountains with large openings at the top through which melting rock, steam, gases, etc. escape from time to time with great force from inside the earth.
- Geological activity : activity which relates to the physical changes in the structure of the earth, especially relating to rock, soil, etc.
- lush : thickly and healthily growing (especially plants)
- erupting : exploding and pouring out fire

**Check Your Progress 16**

- 1) Unlike Example 10, the paragraph in Example 11 has been organised by talking about the earth and contrasting it with the moon. This exercise is to help you analyse the paragraph.

*Analysis of the Paragraph:*

a) What is the topic sentence?

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b) Fill in the gaps in the following table to show the contrast between the moon and the earth.

<b>The moon</b>	<b>The earth</b>
i) .....	i) lush and fertile
ii) .....	ii) has volcanoes
iii) airless, waterless and lifeless	iii) .....
iv) .....	iv) has atmosphere
v) very hot during the day, very cold during the night	v) .....

2) Write a paragraph of your own, contrasting insulin shock and diabetic acidosis. The expressions of contrast listed here may also help you in developing the paragraph.

*Difference between Insulin shock and Diabetic Acidosis*

<i>Contrast Areas</i>	<i>Insulin shock</i>	<i>Diabetic Acidosis</i>
1) Cause	Too much insulin	Too little insulin
2) Onset	Sudden	Gradual
3) Food intake history	May be insufficient	Normal or excessive
4) Thirst	Absent	Great
5) Vomitting	Rare	Common
6) Breathing	Normal or shallow	Exaggerated, deep, noisy
7) Treatment	Sugar to eat	Insulin injection

*Expression of contrast*— is different from, can be distinguished from, yet, while, although, whereas, despite the fact that, on the other hand, unlike.

*First sentence*— Diabetic Acidosis occurs when too much food or too little insulin is taken whereas insulin shock results from

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## 1.13 LET US SUM UP

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In this unit we have discussed the elements that go into the organisation of a paragraph, the functions of different sentences in a paragraph, the logical connection between ideas (coherence) and the use of transitional and linking devices (cohesion).

We have also introduced you to the different techniques of developing paragraphs, such as illustration, definition, cause and effect, classification, chronological sequence and comparison and contrast. You should now be able to use these techniques in writing paragraphs on different topics.

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## 1.14 KEY WORDS

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<b>Cause</b>	: Something that produces cause and effect, a person, thing or event that makes something happen as a result
<b>Chronological sequence</b>	: Arrangement of events according to the order of time
<b>Coherence</b>	: Logical connection of ideas
<b>Cohesion</b>	: Relating to movement from one sentence to another
<b>Comparison</b>	: Examining one thing against another to show the points of likeness or difference
<b>Contrast</b>	: Comparing two things or people to make the difference clear
<b>Definition</b>	: Giving the meaning
<b>Developers</b>	: Sentences which support and develop the main idea
<b>Illustration</b>	: Example to support a point
<b>Modulators</b>	: Sentences that help presenting different viewpoints.
<b>Process explanation</b>	: A set of action performed in an order to reach a result
<b>Topic sentence</b>	: The sentence which gives the central idea theme/of the paragraph

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## 1.15 ANSWERS TO CHECK YOUR PROGRESS

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### Check Your Progress 1

- 1)
  - a) Man's Contact with Animals. (You may think of any other title.)
  - b) So that he is better able to catch or kill the animal he is hunting.
  - c) He wants to keep cockroaches away from his kitchen; and he may like to keep a dog or a bird as a pet.
  - d) No, 'He may want to ward off the roaches in his kitchen.'
- 2)
  - a) delight; enjoy
  - b) primitive
  - c) marvel; affinity

### Check Your Progress 2

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

- |  |                                   |                                     |
|--|-----------------------------------|-------------------------------------|
|  | b) <b>Ancient</b>                 | <b>Modern</b>                       |
|  | i) simple weapons                 | deadly weapons                      |
|  | ii) twenty people killed in a day | ten thousand people killed in a day |
- 2) a) No; both are equally violent  
b) because the 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.
- 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.
- 5) There appears to be no topic sentence as such.  
  
Main idea: By tampering with nature, man has created new problems for himself.

**Check Your Progress 3**

- 1) The fruitfulness of marine life 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 gets destroyed or eaten up by other sea creatures.
- 3) Nature Maintains a Balance among Sea Creatures. (You could suggest another one)
- 4) fruitfulness  
marine  
infinitesimal

**Check Your Progress 4**

- 1) Sentence numbers 4 and 6 are not related to the idea of nasal injuries. These two sentences deal with nasal polyps.
- 2) e, b, c, a, d

**Check Your Progress 5**

- 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) i) restricted  
ii) perish

**Check Your Progress 6**

- 1) a) biologist  
b) Lhasa

- 2) their — scientist, inventors, swindlers  
it—gold  
them—swindlers  
the others—scientists and inventors.

### Check Your Progress 7

- 1) a) All warm-blooded animals are incredibly helpless at first.
- |      |                        |                               |
|------|------------------------|-------------------------------|
| b)   | <b>Name of Animals</b> | <b>Skills to be developed</b> |
| i)   | Young birds and bats   | learn to fly                  |
| ii)  | Seals and sea lions    | learn to swim                 |
| iii) | Birds                  | learn to sing well            |
| iv)  | Harvest mice           | learn to build nests          |
| v)   | Young elephants        | learn to use their trunks     |
| vi)  | Spiders                | learn to make webs            |
- 2) a) Topic sentence introduces the subject i.e. qualities which are important in a successful job interview.  
b) These sentences provide specific examples of the important qualities.  
c) The last sentence provides a satisfying conclusion to the paragraph by referring back to the topic sentence.

### Check Your Progress 8

- 1) a) Topic sentence.  
b) They add detail to the information.  
c) The last sentence sums up the two key ideas of the topic sentence—it is an energy producing process and that it touches all plant and animal life.  
d) Some examples are—photograph, photocopy, photostat, photophobia, photofinisher, photo-chromatic.
- 2) iv), i), ii), iii), v)

### Check Your Progress 9

Open-ended answer

### Check Your Progress 10

- 1) i) an earthquake  
ii) damage

<b>On land</b>	<b>At sea</b>	<b>In mountain regions</b>
1) Gas mains burst	Tidal	Avalanches roar
2) Explosions	waves	down into the valley
3) Fires		
4) Underground railways destroyed		
5) Buildings collapse		
6) Dams burst		

- 7) Bridges fall
- 8) Cracks in the streets

2) Open-ended answer

**Check Your Progress 11**

- 1) i) survival
- ii) cause
- iii) lakes
- iv) rivers
- v) effect
- vi) hydroelectric power
- vii) sunlight
- viii) grow
- ix) cause
- x) plants
- xi) food
- xii) animal

2) Open-ended answer

**Check Your Progress 12**

Combine the points in grammatically (and of course factually) correct sentences. Begin with the sentences given.

**Check Your Progress 13**

Combine the sentence with proper linkers like first, if, after that, then, etc.

**Check Your Progress 14**

We should call a doctor to obtain expert help. If the victim is likely to vomit, we should place him/her on his/her stomach with his/her head to one side so that the victim does not inhale any vomit which might choke him/her. If the victim is conscious we should ask what she/he has taken. We should look for bottles, tablets or the smell of any chemical as this will make it easier to identify the poison and expedite correct treatment. We must keep the victim warm by wrapping him/her in a blanket so that the effects of shock are limited. We should never leave the victim alone before the doctor comes because the condition of the victim may worsen quickly or suddenly.

**Check Your Progress 15**

- 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)



