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School of Humanities

BEGS 183
WRITING AND STUDY SKILLS

BLOCK

2

WRITING EFFECTIVELY

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BLOCK 2 WRITING EFFECTIVELY

Introduction

Block 2 **Writing Effectively** consists of four units in which we take you to the heart of the writing process.

In Unit 1 **The Basics of Writing** we help you to explore the writing process by helping you to ask the right questions: i) How do I decide on my topic? ii) Where do I look for ideas, examples, arguments? iii) Who are my readers? iv) What is my purpose for writing? We then take you through the process of writing from planning, writing drafts, conferencing, writing the final draft and then revising and proofreading.

In Unit 2 **Developing Different Types of Paragraphs** we make you aware of how a paragraph is constructed, especially emphasizing on the topic sentence and linking devices. We show you models of different types of paragraphs and give you practice in writing them.

In Unit 3 **Writing a Composition**, we go to composition /essay writing, giving you a range of different genres, and the purpose and organization of these genres. We also acquaint you with strategies of writing effective beginnings and endings. This will skill you on any kind of writing that you may need.

Finally, in Unit 4 **Different Types of Writing**, we give examples of different formats of writing, from filling forms, writing letters and emails to writing of reports. All these you are likely to encounter in your life.

As you have gathered from this block, you need to work hard on your writing and be committed to it.

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UNIT 1 THE BASICS OF WRITING

Structure

- 1.0 Objectives
- 1.1 Warm Up
- 1.2 Introduction
- 1.3 Understanding How Writing Helps
 - 1.3.1 How Writing Helps
 - 1.3.2 Can Writing be Learned?
- 1.4 Thinking Critically of Your Writing
- 1.5 Let Us Sum Up
- 1.6 Suggested Readings
- 1.7 Answers

1.0 OBJECTIVES

In this Unit, we are making you aware of the reasons why it is necessary to write well. We emphasize how being an effective writer will enable you to develop personally, socially and academically. The steps to writing well are clearly delineated. The importance of revision is emphasized and ways to troubleshoot, proofread and edit are enunciated. Finally, to write well, you must be a reflective person and thinking critically. We have shown you the means to do that.

1.1 WARM UP

- Can you recall your earliest experience of writing? What did you write? Were you encouraged by your parents/ teachers? How did you feel?

- Think of a turning point when your attitude to writing changed? What happened? Why did you change?

- -----
- Who has influenced you the most where your writing is concerned? Your teacher? A friend? A family member? Anyone else?

1.2 INTRODUCTION

As students we tend to write all the time—it could be messaging texts on Whatsapp, having our blog where we showcase our ideas or skills, or writing terse messages on Facebook or Twitter. It could also be formal emails applying for jobs, or assignments we have to do and submit to our teachers.

This is our practical need. But learning to write effectively is important for other reasons as well. Why do we think writing is important? Well, writing helps you to think, to be creative yet organized and logical. When you write, and this pertains to any type of writing, you generate ideas and content which you must arrange in systematic ways to be an effective writer. By combining words into phrases and sentences and often joining them with conjunctions, a writer creates complex new ideas. For example, the word and brings out additions to the point, but emphasizes differences and because gives reasons for your ideas. Writing also helps you to reflect on what happened by suggesting solutions to problems, deepens your ability to analyze and synthesize different points of view.

Since we have to write so much and in such diverse forms and modes, why not do this task really well. In this unit we will reflect on the writing process and suggest ways to improve our writing skill.

Check your progress 1

1. Which type of writing do you enjoy most? Why?

2. Which social media do you write on most? Why?

1.3 UNDERSTANDING HOW WRITING HELPS

Let us take a closer look at how practising good writing may help us.

1.3.1 How Writing Helps

As you are probably aware, writing helps you develop many skills which are helpful for your academic life and which will be useful later at your work life – when you have to write letters, reports, proposals, etc.

- Writing helps you remember what you are studying, by helping you to make coherent notes, analyse, synthesize and summarise information from different sources.
- Writing as you read by taking notes, summarizing, responding to assumptions/arguments in a text, makes you a better reader. This kind of reflection enhances your understanding and helps you develop new insights. It helps you become a critical thinker.
- Attempting different kinds of writing contributes to learning in different ways, giving you an awareness of different genres, their possibilities and arrangements. An expository composition helps you organise and present what you have learnt with clarity. You are able to marshal facts and array them in order of importance. A narrative helps you sequence events and highlight the important ones. Arguing a position teaches you not only to support your reasons but also anticipate objections to your arguments and learn to refute them.
- Writing will also foster your personal development. For example, writing about controversial issues will help you examine your basic beliefs. When you write about events in your life and in literature, it helps you understand the significance of these events. In other word, you become a more reflective and thinking person.
- As a student, you are aware of how writing can contribute to success in your academic life, since all academic work involves writing. Finally in your examinations, it is only your reading and writing skill which is assessed. Even your reading comprehension is measured through the writing skill. So, you need to really practice to be a good writer.
- Later on, at the workplace, you will need to use writing to get jobs; while in the job you will be expected to write effective and correctly worded emails, memos, reports, proposals and so on. If your language is faulty or your ideas are ill-organised, it will affect your career-enhancement.

Check your progress 2

1. How does good writing help you in your academic life?

2. How does writing develop you as a person?

1.3.2 Can Writing be Learned?

Many people believe that people who are good at writing do not need to spend a lot of time learning to write – they are born writers. Writing comes naturally to them. However, this is not true. Writing research shows that all good writers also **keep learning** how to write and they constantly practice their skill. So, learning to write is essential to developing the writing skill. What do you need to do in order to be an effective writer?

- i Learn to write by reading: Reading extensively will enable you to become a better writer. All good writers are avid readers who not only read for enjoyment and information, but also to hone their craft.

One of the important ways in which reading helps is, it enables you to understand a particular genre or type of writing. For example, a narrative will follow a certain trajectory which will be very different from an argumentative essay or a persuasive piece.

Although individual texts of a particular genre would be different from each other, they nonetheless will follow a certain pattern that is quite predictable – and these are known as **conventions**. These conventions are broad frameworks and not rigid formulas, so a writer has a lot of flexibility for creativity and inventiveness.

To understand conventions of a certain genre, you need to read examples of that genre so that you can recognize the general pattern as well find room for innovation. For example, you have to understand how a narrative is different from a persuasive piece.

- ii. One of the best ways to become a good writer is by constantly writing. Practice will make your writing more thoughtful and ideational. Fortunately, all of us use social media. Blogging about your experiences or your skills is a great way to improve your writing. You could also keep a journal or a diary of your special moments. This will also help you write continuously, which will help you write better.
- iii. Of course, it is important to ceaselessly enhance your vocabulary, and convert your passive vocabulary into an active one by using new words in your writing. In other words, become 'word-conscious' as also a 'word seeker'.
- iv. It is very important to be aware of the purpose for which you are writing and have knowledge of who your readers are. This will make your writing more focused and precise. Whatever the writing situation, most of us as writers have various purposes in mind. It could be an article for a college magazine or a blog on travel, or about travel and food, and so on. Any piece of writing should always include self-discovery and self-presentation.

Remember, most writing is meant to be read by others. Sometimes the audience is specific as in college essays or job applications. More often the audience is more general, as in an academic assignment in a college course, to be read by the teacher or fellow students.

Let us take an example of writing of an event from your own life. Following this approach about being aware of your readers. These are some of the questions that you could ask yourself when you are writing a narrative piece:

- Who are my readers?
- What are they likely to think of me as they read about this event?
- What do I want them to think of me?
- How much of the event is likely to be familiar to my readers?
- What might surprise them?
- How can I help my readers to understand the significance of this event in my life?
- Does it suggest to the readers the social and cultural forces that shaped me through this event?

- v. The next step is to attempt to understand your subject or topic. Few writers can have a complete understanding of their subject or topic when they begin to write. For most of us, writing is a means of **discovery**, that is, it is a way to learn about the subject, try out the ideas and information you have collected, review them from time to time, explore connections and implication. Remember, 'writing is not something you do after thinking, but in order to help you to think' (Axelrod and Cooper, 2012).

Obviously, when you have to write an assignment explaining a concept or an expository piece regarding a topic in your course, you cannot and should not communicate everything about it. A writer must limit the scope of his/her subject. This is again dependent on the purpose, topic and your audience.

An effective writer constructs a reader-friendly plan by dividing the information into clearly distinguishable parts or sub-topics. This gives readers cues or road signs to guide them through your assignment. So, a writer will use some of these building blocks: **defining, classifying or dividing, comparing and contrasting, illustrating** with examples, reporting, explaining **cause and effects**, and so on. Of course, you must only use those building blocks as are required for your assignment. To convince the reader of the trustworthiness/authenticity of your information, you must acknowledge the expert writers that you have consulted.

So how do you explore your subject and gain an overview of it. There are two main ways in which you can do that.

- 1) **Discovering what you already know about the subject.** Consider what you already know about the subject and why you find it interesting. Write quickly, without planning and organizing. Check your class lecture notes first, before you look at other sources.
- 2) **Doing research is essential.** To find comprehensive, updated information of your topic, you should locate it in relevant articles, books, on the internet, etc. Doing an internet search often creates a focus for your assignment. Bookmark websites that appear useful and be sure to include the URL, the title of the site, the date when the information was posted, and the date you accessed it. Similarly, make careful records of the author, title, publication information, page number of the articles, journals and books you refer to. This will help you go back to the sites as well acknowledge them if you make use of them.

After the research where you take copious notes, you come to the writing stage. Most writers do not write out a text as a whole piece, but focus on one thing and then on another. Writing does not progress in a linear, step-by-step fashion; in fact, it proceeds **recursively**. This means that writers return again and again to the ideas that they are trying to clarify, extend or argue.

Writers, therefore, plan and then revise their plan, draft and then revise their drafts, write and then rewrite. This is known as the **process approach to writing** and it is important to follow such an approach:

- a) **Writing a plan:** It is important to write an outline. This may be in points, and remember these points will be changed if required. In fact, your plan must be dynamic and flexible.
- a. **Writing a draft:** While writing a draft, you will benefit from frequent pauses to reread what you have written. Rereading helps you to add an example, choose different words and fill in a gap in the logic of an argument. Rereading leads to substantial rethinking and revising; i.e. cutting, reorganizing, rewriting.
- b) **Conferencing:** Sometimes it may be impossible to discover problems in your own writing – perhaps some ideas are not explained adequately or are not sequenced satisfactorily. There may be mistakes in punctuation, spelling, vocabulary or grammar. For this reason, it may be a good idea to show your draft to others to read. You may consult your teachers, seniors or even classmates.

- c) **Revising:** Review the comments of your friends and teachers and incorporate them if they are reasonable. Check for spelling, punctuation and grammatical errors. See where you can improve your vocabulary or add clarity to your ideas. Then make another draft.

Axelrod and Cooper (2012) have suggested interesting ways to **troubleshoot** your draft. Let's look at the ways we can take a relook at our draft in a meaningful way:

Focus:

- Is the focus too broad, i.e. have I covered too much and a lot of it does not directly relate to my topic?
- Focus is too narrow, i.e. I don't have enough to write about.

Readability:

- Is the organisation logical? Look for a topic sentence in each paragraph and see if there is a fluent flow of ideas.
- Is your beginning interesting for your readers?

Is the ending summarizing the information for the readers and speculating about the future?

Appropriate explanatory strategies:

- Information not getting through clearly to your readers – why?
- More information required about certain aspects of the topic, so you need to do additional research on your essay.
- Definitions need to be worked out better.
- You need to consider adding synonyms and antonyms for terms you are defining.
- You may need to supplement your writing with illustrations and examples.
- Are visuals required – tables, graphs, photographs help to explain your points better.

Good writers mistakenly equate revision with editing and proofreading. As we have seen, it is much more-- and refers to global changes that writers make in the purpose, focus, organisation and development of their writing. Most of this process happens continuously as one writes. Of course, some writers quickly want to write their first draft and go over it bit by bit.

Editing and Proofreading

Assignments which are revised, well edited and proofread always are appreciated. If you are writing by hand, especially, you have to check for punctuation, grammar and spelling mistakes. Using a computer helps you to some extent to prevent gross mistakes but does not help with organization of ideas or style. To develop a flow of ideas and a sense of style you must practice writing and enjoying do so.

Let us look at editing first. Editing deals with surface errors—mistakes in punctuation, spelling, word choice, grammar and sentence sense. A good editor also keeps an eye for clarity, conciseness and emphasis. Let us discuss some tried and tested techniques of editing which you could use on your draft.

- Keep your dictionary and thesaurus handy to check for spelling, usage, meaning of words in doubt and synonyms. If you are working on the laptop, be sure to use these tools.

- Eliminate the common mistakes which all of us make, such as it's/its, lets/let's, who's/whose, and so on.
- Look out for the problem areas in your writing which your teachers have commented on.
- Reading aloud of your drafts also helps as you get to hear what your eye may have missed,
- Some of the grammatical errors you could look out for are: fused sentences, misused past-perfect verbs, order of adjectives, adjective clauses with misplaced commas, and so on.

Proofread your final draft a couple of times. Also check if you have formatted it appropriately and numbered the pages. Be sure to write your name and roll number.

Check your progress 3

1. Why do you think being a good reader can help you become a good writer?

2. What would you do, personally, to be a good writer?

3. Talk about the ways you can enhance your vocabulary.

4. How would you write an essay following the process approach?

1.4 THINKING CRITICALLY OF YOUR WRITING

As we said at the start, reflecting on your own experience, knowledge, reading helps you become a better and more versatile writer. Reflecting enables you to be aware of what you already know and what you still need to learn. Reflecting helps you to be aware of your own thinking process. It will enable you to ask questions about the topic, which genre it belongs to, what is the purpose of writing and who is the reader. This will help you to understand your

writing process creatively and expand your understanding of the genre. We have already discussed this in the first unit of the course.

Check your progress 4

Write about 500 words on occasion when writing helped you accomplish something. Here are possibilities you could think about:

- When your writing made others sit up and notice you
- When your writing helped you get better marks
- An occasion when writing enabled you to express your emotions.
- An occasion when your writing influenced people/someone.
- When you dealt with a personal or academic problem through writing.
(You could use any of these points or use others of your own).

1.5 LET US SUM UP

In this unit we made you realize that since you need to write all the time, you must do it effectively and with ease. We also helped you discover how being a good writer would help you in your academic life and later when you join the work force. In fact, if you are a good writer, you are more likely to be a successful student and employee. We also took you through the steps which would enable you to be a good writer and helped you go through the process of writing. We guided you to the questions that you need to ask when you are revising your work. Finally, we emphasized on the fact that to be a good writer you need to be a reflective person with critical thinking abilities.

1.6 SUGGESTED READINGS

Axelrod, Rise B., Cooper R. Charles, (2012) *Concise Guide to Writing*. New York, Bedford/St Martin's.

Wyrick, Jean (2005) *Steps to Writing Well - with Additional Readings*. Boston: Thomson Wadsworth

1.7 ANSWERS

Check your progress 1

Write the answer in your own words.

Check your progress 2

1. How good writing helps you in your academic life:
 - Helps in note-taking, summarizing
 - Understanding different genres and organising material accordingly
(add more points from your experience)
2. How writing develops you as a person:

- Helps you examine your beliefs
 - Enables you to understand the significance of the events in your life.
 - Become a more reflective, thinking person
- (add more points from your own experience)

Check your progress 3

- 1 How being a good reader can help you become a good writer:
 - Can understand different kinds of genres if you read widely
 - Understand their patterns
 - Enhance your passive vocabulary

2 Open ended.

3 Open ended.

4 Writing an essay following the process approach:

- Finding a purpose
- Exploring your subject
- Understanding your reader
- Writing an outline
- Writing a draft
- Conferencing with others
- Revising using troubleshooting tools
- Proofreading

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UNIT 2: DEVELOPING DIFFERENT TYPES OF PARAGRAPHS

Structure

- 2.0 Objectives
- 2.1 What is a Paragraph?
- 2.2 Developing the Topic
 - 2.2.1 Coherence
 - 2.2.2 Cohesion
- 2.3 Organisation of a Paragraph
 - 2.3.1 Chronological Sequence
 - 2.3.2 Biographical Writing
 - 2.3.3 Narrative
 - 2.3.4 Process
 - 2.3.5 Spatial Relationships
 - 2.3.6 Class Relationships
- 2.4 Types of Paragraphs
 - 2.4.1 Illustration
 - 2.4.2 Description
 - 2.4.3 Cause and Effect
 - 2.4.4 Definition
 - 2.4.5 Comparison and Contrast
- 2.5 Let Us Sum Up
- 2.6 Answers

2.0 OBJECTIVES

After going through the unit, you should be able to:

- understand the organization of a paragraph
- understand different techniques of developing a paragraph
- write paragraphs which follow the natural and expected time sequence
- write paragraphs based on description, simple process, space relationship, class relationship

2.1 WHAT IS A PARAGRAPH?

Do you know that most pieces of writing require more than one paragraph? Mastering the art of writing paragraphs is essential to get success in any form of writing, whether it is a letter, a report, a newspaper article or any piece of academic writing that you do in the course of your studies. 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.

You know a paragraph 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**. You can write the topic sentence in the form of a statement or even a problem. This topic sentence you can either write in the **beginning** of a paragraph, or at the **end** or even in the **middle** of the paragraph. Very often you can find that there may not be a topic sentence in a paragraph but it may be implied within the paragraph.

Check Your Progress 1

Identify the topic of the paragraph and the topic sentence in the paragraph given below:

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

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

When you begin a paragraph with a topic sentence it 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. Moreover your reader will know immediately what the paragraph is about because the opening sentence states the central idea. If you write the topic sentence at the end then the advantage is that all the sentences build up to this topic sentence and the conclusion becomes more effective. However, placing the topic sentence at the end or in the middle is a more difficult skill.

Check Your Progress 2

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

In Mother's Shadow

During its early weeks, it depends completely upon her, and she in turn, fastens her attention 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 in 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 safe three or four feet of its mother.

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

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2.2 DEVELOPING THE TOPIC

In order to develop the central theme of a paragraph, you have to expand the idea contained in the topic sentence. This you can do by adding more information, explanation, examples, illustrations, etc. to the idea you have expressed in the topic sentence. If you read the paragraph given in Check Your Progress 1 again, you will notice that this paragraph is developed mainly by adding examples and it can be analysed as follows:

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:
 - a. the hunter
 - b. the farmer
 - c. the fishermen
 - d. the city-dweller
3. Summing up:

This is done by stating that there is a common bond between humans and other creatures.

Check Your Progress 3

Read the paragraph given below and write the analysis of the paragraph based on the information given above.

Two main circumstances govern the relationship of living things in the sea: the unbelievably lavish fruitfulness of marine life forms, and the utter ruthlessness with which the larger creatures eat the smaller ones. Somebody has calculated, for instance, if all the eggs laid by the codfish were hatched and grew by 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 Engles (ed.) 'The Great Pyramid of Life' in *The Sea*, Time-Life Books.]

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2.2.1 Coherence

When you look at different paragraphs, each paragraph is developed slightly depending upon the information that you want to convey to the reader. Moreover when you write a paragraph of your own, choose the topic and write down all the points that you know about the topic. As you make your list, do not stop to question whether a detail fits or not; any of the points that do not fit can be removed 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 is contained in the topic sentence. Only then your paragraph will have **unity**. Also to have unity in your paragraph, you need to understand that other than topic sentences and supporting details (the sentences which support the topic sentence) it should be coherent. In a coherent paragraph, you as a writer take the reader logically and smoothly from one idea to the next. The reader must clearly recognize that sentence logically leads to the next.

Check Your Progress 4

Read the sentences given below, they are part of a paragraph but not in the correct order. Reorder these sentences to form a coherent paragraph.

- 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.

2.2.2 Cohesion

Another technique which brings about coherence in a paragraph is the use of **cohesive devices** or **signal words** or **signposts** between sentences or at the beginning of sentences. These words/phrases will help you as a writer to move smoothly from one sentence to the next and show logical relationship between sentences. It is explained in the example below:

Example:

Man has been able to spread across the earth so widely for four main reasons. **First**, he is a terrestrial animal, and not restricted to 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 monkeys. They, too, can move over unfrosted land. They too, can cross some natural barrier, as they have the ability to swim. And they too, can digest many kinds of food. **Thus**, a single species of baboon has spread across Africa from Dakar in the west to Ethiopia in the east, and south all the way to the Cape of Good Hope. **Similarly**, Macaques have done at least as well. One species, the rhesus macaque, is equally at home in forest, in open cultivated fields, and inside heavily populated cities.

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

From the above example, it is clear for you that cohesive devices are like signposts in a paragraph. They enable us to follow the writer's line of thought by words that relate one idea to another. In the above example, the words/word phrases *First*, *Secondly*, *Moreover*, *Most important of all* indicate the four main reasons why humans have been able to spread so widely across the earth. *Most important of all* shows that some reasons are more important than others. *Similarly* shows the relationship between the macaques and the baboons.

The following list includes other words and phrases that function as cohesive devices/signal words/signposts:

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

Cohesive devices or signal words or signposts used to link sentences can also be effective for transition from one paragraph to another. You will study about that in detail in the coming Unit.

Check Your Progress 5

Develop a paragraph based on the topic sentence given below with the title as well as some notes which might help you to develop it. While developing the paragraph, use only those points which will support the topic sentence and leave out the rest. The paragraph should not be more than 100-150 words.

The Secret of the Cockroach's Survival

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

- survived because it can live anywhere
from coldest to warmest climate
city as well as forest
- cockroach is a clean insect
- can eat anything, including flowerbeds, paint, soap, wood
- some species are large, others are small
- can even live without food and water for months
- usually black or brown in colour
- keeps off predatory animals because of dirty smell from scent glands

2.3 ORGANISATION OF A PARAGRAPH

In the last section, you have read about how to develop the topic in a paragraph. Now you are going to deal in more detail with some of the principles observed in organizing paragraphs. These relate to chronological (time) sequencing, spatial relationships and class relationships.

2.3.1 Chronological Sequence

What do you understand by chronological sequencing? By chronological sequencing you need to know that you arrange the 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 you come to the last event. This is the method that you normally use when you tell a simple story, describe a process, report incidents and events, or write a biographical sketch.

2.3.2 Biographical Writing

When you write biographies, you will probably realize that the cues used to organise 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.

Your daily lives are also generally organized in a similar fashion, where you see time moving in one direction – from the past to the present and from the present to the future. Yet, there are moments in your lives which are more important than others and which you tend to highlight. If you write about the events, you may break the natural chronological sequence to emphasise these occurrences.

Check Your Progress 6

Given below is a biographical sketch of Ronald Ross, who discovered how malaria was transmitted. The sentences are not in the correct order. Arrange them in the correct chronological sequence.

- i. He started to study malaria, and during a vacation in England in 1894, met Patrick Mason, 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 transmissions 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 this help and encouragement, Ross solved the mystery in three years.
- 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]

2.3.3 Narrative

In more complex pieces of writing, you can manipulate time if you wish. You can move backwards and forwards through time, according to the purpose in writing. In general, writers use unexpected chronological sequences when they want to emphasize something other than the time sequence which is usually used by the writers when they use the narrative style of chronological sequence.

In the passage given below, the writer has used such a complex time movement, why do you think so? When you read the passage, you may realize that it is because he wants to highlight the happy and comfortable life of the protagonist and his family lived in the past, in contrast to the unfortunate circumstances they have fallen into now.

Example:

It was the same story everywhere. He returned home in the evening; his heart sank as he turned into his street behind the Market. His wife would be invariably be standing at the door with the children behind her, looking down the street. What anxious, eager faces they had! So much of trembling, hesitating hope that he would come back home with some magic fulfillment. As he remembered the futile way in which he searched for a job, and the finality with which people dismissed him, he wished that his wife and children had less trust in him. His wife looked at his face, understood and turned in without uttering a word; the children took the cue and filed in silently. Rama Rao tried to improve matters with a forced heartiness. 'Well, well. How are we all today?' To which he received mumbling, feeble responses from his wife and children. It rent his heart to see them in this condition.

There at the extension how this girl would sparkle with flowers and a bright dress; she had friendly neighbours, a women's club, and everything to keep her happy there. But now she hardly had the heart or the need to change in the evenings, for she spent all her time cooped up in the kitchen. The house in the Extension had a compound and they romped with a dozen other children: It was possible to have numerous friends in the fashionable nursery school. But here the children had no friends, and could play only in the backyard of the house. Their shirts were

beginning to show tears and frays. Formerly they were given new clothes once in three months. Rama Rao lay in bed and spent sleepless nights over it.

(From R. K. Narayan: 'Out of Business' in *An Astrologer's Day and other Stories*, Indian Thought Publications, Mysore)

Now let us analyse the movement of time in the passage:

- The story begins at a particular time:
'He returned home in the evening; behind the Market.'
- It flashes in the past:
'His wife would be invariably be standing at the door....he would come back home with magic fulfillment.'
- In fact, here we see a complex use of different times. Rama Rao uses his knowledge of the past to anticipate the coming scene.
- Again we see a complex interplay of the past and the present:
'As he remembered the futile way in which he searched for a job, had less trust in him.'
- Present time:
'His wife looked at his face, see them in this condition.'

When you write a composition involving chronological sequencing, the specific time expressions given below may help you work out the time relationships. These relationships (1) mark a specific time, or (2) show the relationship between periods of time.

1. Specific Time Indicators:

just then.....	at the beginning of May
in those days.....	at 6 o'clock
last Monday	six years ago
in 1954	

2. Time Sequences:

- a. Earlier Time:
 - i. Until then, he lived/she had lived
 - ii By (then)
 - iii Up to that time
 - iv. Prior to
- b. Same time:
 - i. During this period, he fell ill
 - ii. While working at
 - iii. In the meantime
 - iv. At that moment
 - v. It was then that he
- c. Later time:
 - i. After this, he went
 - ii. Subsequently
 - iii. Afterwards

- iv. Then
- v. After a while
- vi. Later on
- vii. Eventually
- viii. In the long run

Check Your Progress 7

Write a paragraph of about 150 words, developing the points given below. The first sentence is given but the points are not in chronological order.

My School Days

When I think of my school days, the year stands out most vividly in my mind is when I was in Class 8. Miss D’Souza was the class teacher – instilled love of Shakespeare – Earlier years uneventful, but happy – Later years passed very quickly – got high marks. Now as English teacher – still love Shakespeare – pass it on to my students.

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2.3.4 Process

Another type of writing which involves chronological sequencing is what is known as process analysis. Like narration, 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-step to the end. It involves how to give instructions and how to explain the process. Both are different in manner of telling, in the first one, you are telling someone to do something whereas in the second one, you are mentioning step-by-step procedure to complete the task.

Instructions:

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 happen.
- Inform your readers of the special tools or materials needed for the job. These could be mentioned right at the beginning, in a section labeled ‘Tools Required’ or ‘Materials

Required'. This is to enable the reader to have all his/her tools ready before making a beginning.

- Alert your readers to be careful with steps that require precise timing or measurement.
- Warn your readers of potentially dangerous steps or materials. For example, if there are some other materials which are flammable, let your readers know before they reach that step.
- Give illustrations if you think your instructions will be better understood that way. Illustrations can simplify instructions by reducing the number of words necessary to explain something. You will be able to focus your attention on the steps making up the instructions, rather than on the description of the various parts of the apparatus or equipment.
- 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:

Beginning Steps	Middle Steps	Final Steps
First(ly),	Second	Finally
Initially,	Third, etc.	In the end,
To start with,	Next, Then,	Lastly,
	After that,	
	When.....,	
	Subsequently,	
	At the same time.....	

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, but not something which s/he must do himself/herself. 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 (for e.g. harvesting of rice).

In the writing of instructions, you must thoroughly understand the process yourself before you explain it to the readers. Both instructions and explanation of a process 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:

Black Tea

The basic steps in making black tea from the raw leaf are withering, rolling, fermenting, and frying (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 flavor of black tea. Then the leaves are dried (fried) until the moisture is removed.

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

Check Your Progress 8

Write a set of directions to a friend telling him the way from the railway station to your house. Use a simple sketch map if necessary.

2.3.5 Spatial Relationships

In the section above, you have looked at how paragraphs are organized according to a chronological sequence. Paragraphs can be organized according to space relationships. Very often you have to write about the Location of a place, how a place is to be laid out (e.g. Proposals for landscape work) or how a set of objects are connected (e.g. description of laboratory equipment). For this, you need to be aware of the spatial relationships involved. In a spatial sequence, you describe an object or a process according to the physical arrangements of its features.

There is no one right pattern for spatial development. Depending upon the subject, you may describe its features from top to bottom, from side to side, from inside to outside, and so on. What matters is that the way you present your subject should be suited to what you are trying to say about the subject. For example, if you are writing about a river being polluted by chemicals, it is better to proceed along the course of the river as it passes by various sources of pollution. A description of the river from a single point of view on the bank showing first what is near and then moving toward what is at a distance may not be useful at all. Such an arrangement would limit you to one view of the river. When you write about the distant view, the distance might prevent your giving any specific details of pollution.

Thus, a paragraph developed through a proper spatial relationship presents the point of view of the writer and at the same time turns the reader's attention in a certain direction. Supposing you were to write a paragraph describing your university campus, you might organise the description in different ways:

1. You might use some important landmark, for example, the library, and describe other places in relation to it. The order in which you discuss each place is not as important as its relationship to the landmark.

2. You might use an important landmark as the starting point, and move from it to the next place, on to another, and so on, perhaps ending at the original landmark.
3. Another type of development specially might give importance to the boundaries of an area. This would lead to a logical progression from one location to another.
4. Still another spatial development might stress the interrelationships between locations. Then, the order of description is not necessarily important.

Generally, when you write a paragraph showing spatial relationships, your description is likely to include the following features:

- dimension (height, width, length)
- direction (up, down, north, south)
- shape (rectangular, square)
- proportion (one-third, half)

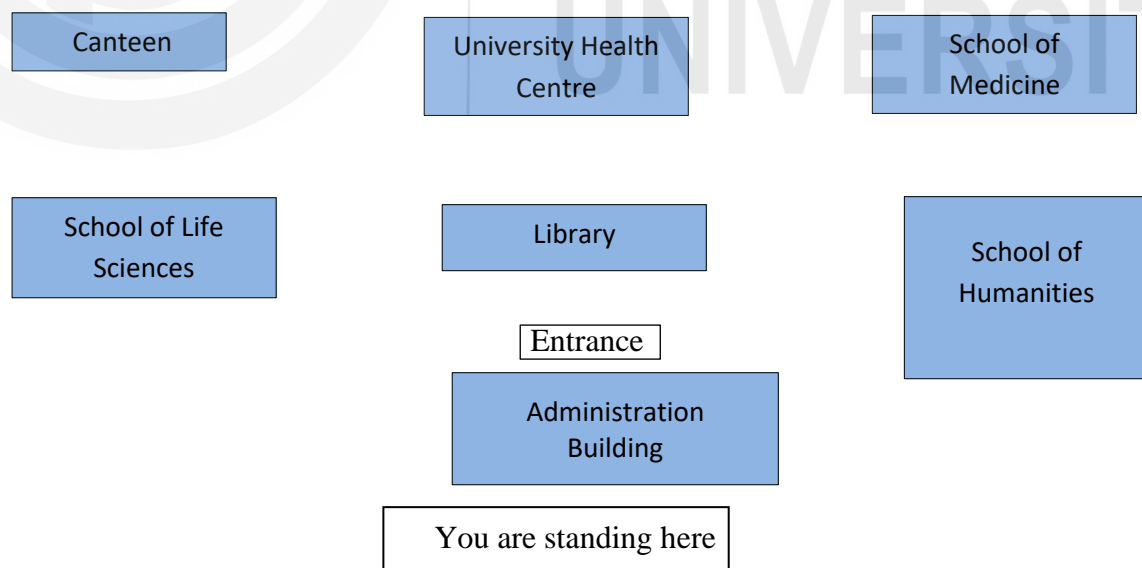
Visual Aids

Spatial description often includes visual materials, such as a plan, a map, or a diagram. These will aid your understanding of a text. Writers use visuals to achieve different goals. Sometimes the purpose is to duplicate the information given in a text, so that the reader can visualize the relations more clearly. The visual can also clarify the rather complicated spatial relations set out in a text. Visuals are also used to supplement texts, i.e. to add further information to the text or to emphasise certain aspects of the information given in a text.

Check Your Progress 9

Given below is a rough map of a university campus. Imagine that you are standing in front of the Administration Building. Using the library as focus, describe the layout of the campus in about 100 words.

A University Campus



The following expressions may help you in writing your description:
in front of beside behind on/to the left/right between

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2.3.6 Class Relationships

There are various ways in which people organise the world around them. You have already read about two such ways: time and space. Another way to do it is by looking at relationships among objects or ideas and classifying them into groups according to their similarities and differences.

Why do you need to classify things? Without classification systematic thought would be difficult. For example, 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. 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 he has not met before, he has at least some way of describing it.

Of course, classification depends on the purpose of writing. 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 bones in the body is an important characteristic which differentiates animals, so we have 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. Of course, categories will change with time. English Literature, for example, has traditionally been divided according to historical periods: Medieval, Renaissance, Seventeenth century, Eighteenth century, Romantic, Modern. However, it is possible to have an English literature syllabus in prose based on categories of form: e.g., descriptive prose, narrative prose, expository prose and introspective prose; or essay, short story, novel, one-act play, full length play, biography and autobiography. When you organise 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 have 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 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 festivals celebrated in India, you may end up with a long list of types. It may, then, be a good idea to restrict yourself to, say, ‘Major Festivals 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 organised 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 are taxes paid on goods and services, such as sales tax, entertainment tax, etc.

Check Your Progress 10

You have come across several teachers in your life. They have all been quite different. Classify them into any two categories that you like and write about them in 150 words.

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2.4 TYPES OF PARAGRAPHS

In the above sections, you have learnt the elements that made a good paragraph and how to organise a paragraph in terms of chronological sequence, space relationship and class relationship.

Now you will read about how to develop different types of paragraphs. Paragraphs can be developed in a number of ways, depending upon your purpose, the topic and the kind of reader you have in mind. The different methods of paragraph development can be considered in terms of two broad categories:

- i. those which stay strictly within the scope of the topic: e.g. illustration, description, definition, and cause and effect.
- ii. techniques which involve a second topic: e.g. comparison and contrast

The method of development that you choose should be the one that will most effectively put across the point that you want to make, the point you have stated in your topic sentence. There are no rules about the kind of development to be adopted in any writing situation, although some topics lend themselves more readily to certain kinds of development than they do to other kinds. It must be realized, however, that you can combine more than one technique in composing a paragraph.

2.4.1 Illustration

Illustration is expressed in different ways, sometimes through examples or through pictures, figures or tables. Giving examples is one of the easiest ways of developing a topic. When you give examples, you help the reader to understand a rather difficult and abstract generalization which may be contained in the topic sentence. You are 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. Often examples are introduced by using expressions like *for example*, *for instance*, *an example*, etc.

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 below does not merely list the examples, but tells us in what way each of these animals is helpless, the results of their helplessness and how they become self-sufficient.)
- the examples should represent a reasonable cross-section of the group you are dealing with.

Check Your Progress 11

Read the passage and identify and underline the illustrations expressed in the passage.

All warm-blooded animals are incredibly helpless at first. Young birds and young bats must be taught to fly. Thousands of young seals and young sea lions are drowned every year. They never learn to swim “naturally”; the mother has to take them out under her flipper and show them how. Birds sing without instruction, but they do not sing well unless they have had an opportunity of hearing older and more adept member 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 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.]

2.4.2 Description

You may never have to write descriptions which are complete in themselves, but you may need to include descriptions in other pieces of writing, e.g. personal letters, narratives, reports and travelogues. You may like to describe people, places, objects, habits and conditions, as well as scenes such as accidents.

Since description are concerned with detail, the larger and more precise your vocabulary, the better your descriptive writing will be. The following items are usually included in descriptive writing:

- i. place and position; direction
- ii. measurements: weight, size, volume, distance
- iii. shapes and patterns
- iv. colours and textures
- v. materials and substances

When you write a description, keep in mind that you must:

- begin with the general appearance
- select such physical details as will support the description of general appearance you have given in your first sentence
- describe each object by giving characteristics such as size, colour, design, weight and material

- in some descriptions, especially of scenes and landscapes, arrange your details in a definite order, such as *near to far*, *high to low*, *left to right*, etc. Some of the words used to indicate position are:

to the right	above	beyond
to the left	below	under
in the centre	opposite	over
next to	between	on the eastern end
along the right side		alongside
across		beneath
to the east/west/north/south		surrounding

Check Your Progress 12

Keeping in mind points given below, write a description in about 100 words of the room you live in. Before you write a paragraph, fill in the details for yourself which may help you arrange your points.

- Object/s
- Physical characteristics
- Location

2.4.3 Cause and Effect

Besides using illustration and description to develop the topic of your paragraph, you may in some cases need to use the technique of cause and effect. You may, for instance, want to know the cause of your poor grades, or of a bus accident, or the effects or consequences of taking drugs, of deforestation, etc.

Cause

Analysing the cause can be quite a complex task. For example, a daughter's rebelling against her father and leaving home may have an apparent immediate cause, but there may also be a chain of causes going back into the past. Thus, there are likely to be many causes not just one.

When you write, you can follow any of these patterns. You may discuss one or more causal connections between events. You may trace a chain of events in which A is the cause of B, which is the cause of C, which causes D and so on. The choice between one cause and several causes is often not a free option. Usually your topic will determine it.

When you work with several causes or reasons, you face the problem of arranging them in a significant order. If the reasons follow a logical pattern, i.e. if the main event is caused by A, and A in turn by B, and B by C, the organisation 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
- to write about all the causes or reasons with details.

Example:

Hills and mountains are slowly worn away over thousands of years by the process of erosion. Erosion takes place everywhere on Earth. There are several forces of erosion: glaciers which carry rocks weighing thousands of tons; frost which causes small cracks on rock sides; strong winds which wear away exposed rocks in deserts. By far the greatest cause of erosion, however, is the action of water on rocks. Water carries chemicals dissolved in it that soften rocks. This softening is the first stage of erosion, called weathering. Rainwater falling on hills runs into streams and rivers and these carry the weathered rock away. Millions of years in the future, your favourite hills will have been worn completely away by erosion.

(Adapted from *Geography* by Dougal Dixon, Franklin Watts Science World)

Analysis of the paragraph:

1. **Topic Sentence:** "Hills and mountains are slowly worn away over thousands of years by the process of erosion."
2. **A) Causes of Erosion:**
glaciers
frost
strong winds
water
B) Process of erosion by water
3. **Summing up:** In a million years, even your favourite hills will be worn away by erosion.

You have just read and analysed a paragraph which lists the causes of erosion. It follows a sequence where the less important causes are mentioned first, followed by the most important cause.

Effects:

Effects or consequences can be handled in much the same way as you handle reasons or causes. But keep in mind now the main idea is regarded as **causing the consequences** discussed in the rest of the paragraph. The paragraph you may write deal with only a single effect or refer to several effects. If several consequences are listed, you must be careful to distinguish between the major and the minor ones. Read the example given below to understand how effects are listed.

Example:

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 main burst, explosions are caused and fires are started. Underground railways are wrecked. Whole buildings collapse. Dams burst. Bridges fall. Gaps and 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*)

Cause and Effect:

In the above two examples, you have read a paragraph which gives reasons to support a topic, and a paragraph which deals with effects. Often, however, you may note that 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.

Check Your Progress 13

Read the paragraph and fill in the blanks to understand the organisation of the paragraph in relation to cause and effect.

Without sunlight, there could be no form of life as we know it and all human’s basic needs can be ultimately traced back to the sun. In the first place, by its light and warmth the sun directly creates the necessary conditions for human survival. Secondly, the sun indirectly provides people with water, for the heat of the sun causes 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 people takes their water supply and which can be used for hydroelectric power. At the same time, rain, together with sunlight, enables plants to grow, and plants to provide food for humans and also for animals, which are themselves another source of food for people.

[from Anita Debska: *Upgrade your English*, Oxford University Press.]

Main Cause: (i)
Main Effect: Human’s (ii).....
Indirect effect: Rainfall
(iii): Rainfall
Effect: formation of (iv)..... and (v)
Cause: lakes and rivers
(vi).....: water and (vii).....
Cause: rain + (viii).....
Effect: plants (ix)

(x): (xi)
Effect: (xii) for humans and (xiii).....

2.4.4 Definition

Often when you write, you need to explain what something is or means, especially if you feel that your reader may not be familiar with it. This generally happens when you use technical terms or when you want to give your own meaning to an ordinary word.

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

Term	Class	Differentiation
Widow	a woman	whose husband died
Surgeon	a doctor	who performs medical operations

Such definitions are rather formal in style and are generally found in dictionaries. Some concepts or ideas you know that cannot be defined in such a manner, and for this purpose extended definitions are useful. Topic sentences which relate to concepts such as 'freedom', 'democracy', etc. need the support of specific examples. In fact, both in your thinking and writing, you often require extended definitions. This can be 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:

A map is a representation of an area of land, sea or sky. Maps have been used since the earliest civilizations, explorers find that they are used in rather primitive societies at the present time by people who are accustomed to traveling. 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

The analysis of the above paragraph is:

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

Generalization: 'Maps have been used..... who are accustomed to traveling.'

Example: Arctic explorers

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

Example: Maps of both ancient and modern times.

Check Your Progress 14

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 changes in the sentences by replacing nouns with pronouns and avoid unnecessary repetitions.

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

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2.4.5 Comparison and Contrast

So far you have seen 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. Do you know that comparison and contrast are common devices in writing? Mainly because we tend to think that way! You know our decisions are often based on comparison and contrast. For instance, comparison and contrast dominate your thought if you decide to join a particular college or university, when you choose a career or a job, and even when you buy a particular brand of toothpaste. In your mind, you often try to compare your teachers, your neighbours, the cities that you have been to, the food served at different restaurants and so on. Hence comparison and contrast are a continuous process in everyone's lives.

Generally two items are compared and contrasted for three basic purposes:

- To point out distinctions in order to give **information** about the two things.
- To **clarify** the unfamiliar by comparing it with the familiar
- To show the **superiority** of one thing over another, for example comparison between two cars

There are two ways of arranging information when comparing or contrasting things. One is to write down all the main points about one of the things to be compared or contrasted and then to take all the main points about the other.

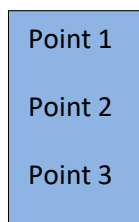
Person/thing 1

Point 1

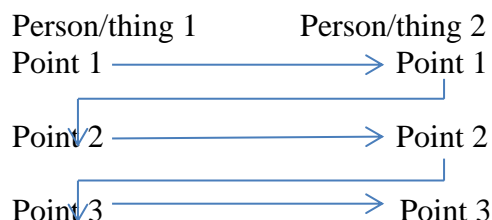
Point 2

Point 3

Person/thing 2



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



Example:

We live on the planet Earth, a ball of rock 12,750 km in diameter. Like all planets, the Earth rotates on its axis and orbits the sun. But the earth is not alone. It has a companion on its travel – the moon – which orbits the Earth once a month. But the two worlds are very different. The Moon is a dead planet. It has no volcanoes or geological activity, it is airless, waterless and lifeless. The Earth, on the other hand, is lush and fertile. It supports millions of living things – plants, insects, birds, animals and human beings. It has fascinating erupting volcanoes. Since the moon has no atmosphere to protect it, its surface is heated to 105°C during its day, and cools to -155°C at night. In contrast, the Earth is covered by an atmosphere in which we can breathe, and which also keeps the temperature quite constant.

The above paragraph you have just read is organized by talking about the earth and contrasting it with the moon. Moreover, the contrast is indicated with the signal words such as *In contrast*, *but*, *on the other hand*.

Check Your Progress 15

Write a paragraph of your own contrasting the Arctic and the Antarctic regions. The first sentence and some points describing the two regions are given below. The expressions of contrast listed here may also help you in developing the paragraph.

First sentence: The northern and southern Polar Regions are different in many ways.

Northern (Arctic) region

ice-covered sea – surrounded by land
varied climate

more rainfall

Southern (Antarctic) region

huge continent – surrounded by ocean
climate less varied; cold throughout the
year

less rainfall

much plant life
exploited for trade

empty desert
no trade at all

Expressions of Contrast

Is different from, can be distinguished from, but, yet, while, although, whereas, despite the fact that, on the other hand.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2.5 LET US SUM UP

In this unit, you have been introduced to the elements that include the organisation of a good paragraph: the topic sentence, the development of the topic, coherence and the use of cohesion devices. Also, the organisation of paragraphs is also discussed in terms of chronological sequence, space relationship and class relationship. In chronological sequence you have learnt to write paragraphs based on natural and unexpected time and these include biographical writing, narratives, instructions and descriptions of processes. When you write a paragraph based on space relations mentioned, you use both visual and non-visual cues and finally when you write texts based on class relationships, you have to classify items to make it more meaningful.

Further, different techniques to develop paragraphs are discussed; illustration, description, cause and effect, definition, comparison and contrast. These techniques can be used to write paragraphs on different topics.

2.6 ANSWERS

Check Your Progress 1: Suggested answers:

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.

Topic of the paragraph: *Sharing our world with animals*

Check Your Progress 2: Suggested answers:

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

The correct position: *at the beginning of the paragraph*

Check Your Progress 3: Suggested answer

Analysis of the paragraph:

- a. **Topic statement:** Two main circumstances govern the relationship of living things in the sea
- b. **Elaboration of the topic sentence:** the lavish fruitfulness of marine life forms, and the utter ruthlessness with which the larger creatures eat the smaller ones.
- c. **Illustration:** The example of codfish.
- d. **Summing Up:** Only one sea creature in about ten million survives.

Check Your Progress 4: Suggested answer:

e, b, c, a, d

Check Your Progress 5:

Suggested answer:

When you write your paragraph, omit the following points:

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

Here is a specimen paragraph. Compare it with yours:

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

Check Your Progress 6:

Suggested answer:

(iv), (iii), (vi), (i), (v), (ii)

Check Your Progress 7:

Suggested answer:

My School Days

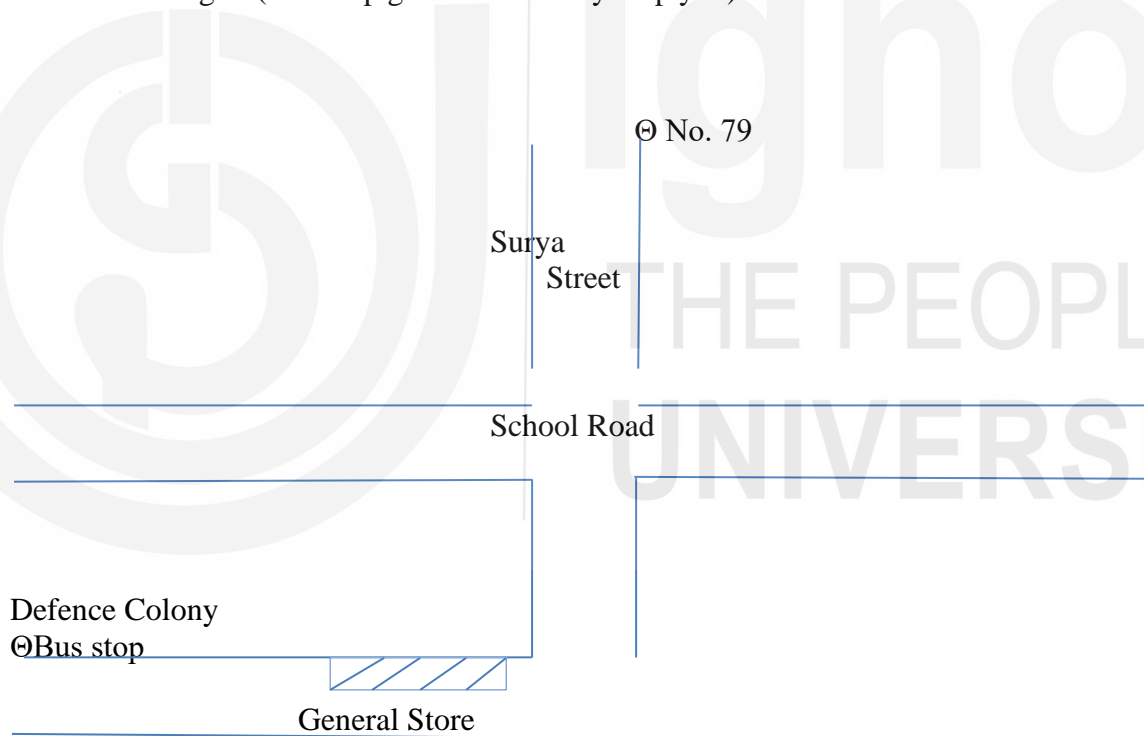
When I think of my school days, the year that stands out most vividly in my mind is when I was in Class 8. Miss D'Souza was our English teacher. She was a motherly looking lady of uncertain age, but with a beautiful, expressive voice. She loved Shakespeare, and made 'Julius Caesar', our text, come alive to us. About the years before that, I can hardly remember anything. I therefore, imagine I must have had a fairly uneventful time. The senior years passed quickly. My satisfaction was that at the end of it all I got a good grade. Now, I am an English teacher, and I try my best to make Shakespeare come alive to my students.

Check Your Progress 8

Suggested answer:

The way to my house

There is a bus terminus next to the railway station. Catch a 421 or 425 bus from there. Get off at the Defence Colony bus stop. The conductor will help you. From the bus stop walk past the General Store (Kwality Store), and take the first turning on the left. Walk along this road. Cross the first road you come to (School Road), and you will come to Surya Street. No. 79, is the last house on the right. (The map given below may help you).



Check Your Progress 9:

Suggested answer:

The library is located at the centre of the University Campus. It is flanked by the School of Life Sciences on the left and the School of Humanities on the right. The School of Humanities is quite large. In front of the library is the Administration Building and behind it is the University Health Centre. To the left of the Health Centre is the Canteen and to the right is the School of Medicine.

Check Your Progress 10

Suggested answer:

Throughout my education, I met various teachers who taught me from Kindergarten to College. There are several teachers who left an impression on me and whom I still remember with a lot of affection and appreciation. There are two teachers whom I especially remember. One of them was my 8th class teacher. She was full of compassion. She helped me not only in my studies but when I needed somebody to listen to me in my adolescent years. The second teacher whom I liked very much was like my mentor. She provided me guidance about my career and how I should pursue my future goals. She was my English teacher in college.

Check your progress11

Suggested answer

All warm-blooded animals are incredibly helpless at first. Young birds and young bats must be taught to fly. Thousands of young seals and young sea lions are drowned every year. They never learn to swim “naturally”; the mother has to take them out under her flipper and show them how. Birds sing without instruction, but they do not sing well unless they have had an opportunity of hearing older and more adept member 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.

Check your progress 12

Suggested answer

My room I live in is medium-sized, about 15 feet by 10 feet. The walls are cream-coloured and the door and the window are painted white. There are beds in the centre of the room. I use one, and the other is used by my sister whenever she is in Delhi. On one side there are two cupboards, one made of steel and the other wooden. The steel cupboard serves as a wardrobe, while the wooden cupboard has books in it. On the other side there is a writing desk, where I do all my reading and writing. The window has a cooler fitted in it, which makes the room dark. I have to keep the door open all the time to get light and fresh air.

Check Your Progress 13

Suggested answer

Main cause: (i) the sun

Main Effect: Human's (ii) survival

Indirect effect: Rainfall

(iii) Cause: Rainfall

Effect: Formation of (iv) lakes and (v) rivers

Cause: lakes and rivers

(vi) Effect: water and (vii) hydroelectric power

Cause: rain + (viii) sunlight

Effect: plants (ix) grow

(x) Cause: (xi) plants

Effect: (xii) food for humans and (xiii) animals

Check Your Progress 14

Suggested answer

(iv), (i), (ii), (iii), (v)

Check Your Progress 15

Suggested answer

The northern and the southern polar regions are different in many ways. The most important difference is in terms of the distribution of land and water. The northern Arctic region is an ice-covered sea, almost completely surrounded by land. The Antarctica, on the other hand, is a huge continent which is surrounded by a great ocean. Because of this, other differences occur. The Arctic has a varied climate, while the Antarctic climate varies little. It rains more in the Arctic than in the Antarctic. Although the Arctic has plant life, the Antarctic is an empty desert. Whereas the Arctic has been exploited economically for centuries, trade has never really touched Antarctica.

(Adapted from K. Johnson: *Communicate in Writing*)

UNIT 3: WRITING A COMPOSITION

Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Types of Composition
 - 3.2.1 Expository Composition
 - 3.2.2 Argumentative Composition
 - 3.2.3 Narrative Composition
 - 3.2.4 Descriptive Composition
- 3.3 Steps to do Before Writing Your Composition
 - 3.3.1 Decide on your Topic
 - 3.3.2 Limit your Topic
 - 3.3.3 Gather and Arrange the Information Collected
 - 3.3.4 Construct your outline
- 3.4 Factors to Keep in Mind before Writing Your Composition
 - 3.4.1 The Beginning
 - 3.4.2 The Body
 - 3.4.3 The Ending
- 3.5 Revision
- 3.6 Let Us Sum Up
- 3.7 Answers

3.0 OBJECTIVES

After going through the unit, you should be able to:

- understand the nature and structure of composition writing
- identify different types of composition
- be aware of the different steps in writing a composition

3.1 INTRODUCTION

A composition is the act of putting together parts, according to a plan, to form a whole. A composition can be a poem, a piece of music, as culture, or a painting. A composition organically grows from the first paragraph you have written. You have studied paragraph writing in Unit 2. You will find that in a paragraph you write about a particular topic but what you want to convey in a composition is more comprehensive and requires several paragraphs. A paragraph is also a part of a composition.

Therefore, in this unit you will be made aware about the different types of compositions, organizing a composition and tips to write a composition.

3.2 TYPES OF COMPOSITION

We have already mentioned what is a composition and before we move any further, we shall tell you briefly about the four broad types of composition. When you had looked at these types, you might have noticed that each of these compositions has a different style of writing and organisation pattern even though the structure is same for all the types of compositions.

Let us look at the examples to make you understand the differences more clearly.

Example

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

Topic 2. *'My most embarrassing moment'.*

When you have to write on the topics 1 and 2, you will find that you cannot possibly write about them in the same way. The first topic suggests a discussion and the second is a very personal topic which suggests the narration about the moment. Thus, it is clear to you that each composition is different. It also differs from each other because different people would write on the same topic for different readers and for different reasons.

Let us look at another topic to understand how on one topic you may write differently depending on what you want to convey to the readers.

Example

Topic: 'Growing up to be a Dog'.

On this topic, if you are asked to write, you may write the story of your pet dog or you may write facts about a puppy's growth to adulthood.

Thus, when you write about the story of your pet, you are narrating a story, and it is known as **narrative composition**. If you write facts about puppy's growth, it is called an **expository composition**, if you write a description of your pet, it is known as **descriptive composition** or if you argue how a dog is the best pet among other animals, then it is known as **argumentative composition**.

Also, keep in mind when you choose a topic for composition, it is important for you to decide which of the four types of composition you wish to write. But no composition has to be based on only one type. You will find that a composition will be organised according to the type it belongs to, but it will also use techniques from other types of composition as well.

3.2.1 Expository Composition

What do you think is an Expository Composition? In simple terms, it means writing to explain, inform, clarify or persuade the reader. The paragraphs are organised in a coherent manner to help the readers understand the topic and provide factual information. It is usually written in a direct manner where you state the theme first and then your views.

Example

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

In the above sentence,

The concept of growth from childhood to adulthood of the Indian langur is mentioned, which is stated in the first line, and then information on the importance of its relationship with its mother is stated.

3.2.2 Argumentative Composition

In this composition, you state reasons, deduce inductions, evaluate evidence or infer information to support or disapprove your opinion about a topic given. To develop the argument you use evidence, state it logically or coherently to persuade the reader.

Example

Even though it is in public interest for people to be well immunized, healthy individuals are unwilling to pay much for vaccines.

To write an argumentative composition about this, you will have to state whether you support this statement or not, why do you support it or not, and the reasons for supporting or not supporting it with evidence. Here you will argue about your opinion and try to persuade the reader of your opinion.

3.2.3 Narrative Composition

In a narrative composition, you usually write an account of an actual or imagined event or incident. In this composition you include chronology (that is, the order in which the events take place), description, and the writer's point of view. It includes verbs which are very precise and vivid, specific details to help the reader to read the story. A short story is an example of narrative composition.

3.2.4 Descriptive Composition

In a descriptive composition, you wish to present a picture of an object, scene, person or situation through the use of words. You will affect the reader by appealing to his/her senses and imagination.

Example

Before long, you are taken to your table in the well-decorated dining room. The room is quite large; the tables are round, and the chairs are made of dark wood. You can hear soft music which is rather soothing. This adds to the atmosphere and once a week they have someone playing the piano.

The description above is a brief review of a restaurant or a café and probably written for a newspaper.

Check Your Progress 1

Read the beginnings of the excerpts given below. Identify the types of compositions in all the excerpts

given below

(a)

One day when I was traveling in a car, it suddenly started raining and I could not see what was in front of me. Suddenly I heard a loud noise and my car was in the air.

(b)

It is very difficult to find houses on rent in Delhi in a good location. This situation has arisen because people from different parts of India choose Delhi to pursue higher education or look for employment.

(c)

Mobile phones should be allowed in the schools due to various reasons. Firstly, it helps to contact the children in case of emergency. Secondly, it helps to get information from apps and tools which would help them to fare better in studies.

(d)

The chair was huge and comfortable to sit. It was in the middle of the hall and can be seen from the entrance of the house. It had an orange cushion and blue footstool to keep your feet up.

3.3 STEPS TO DO BEFORE WRITING YOUR COMPOSITION

It has been mentioned earlier, a composition is an organized piece of writing with an introduction, body and ending. We shall now discuss with you the steps to do before you write the composition. These steps will help you to organise the materials which you have collected to write the composition, it will organise your thoughts and plan to write it.

To begin with, you must know who you are writing for. Keep in mind **the interests of the reader** and his/her level of ability. Here are some questions you can ask yourself:

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

The next step is to collect enough information on your topic to write a number of paragraphs on the topic. You must know enough to define, elaborate and illustrate your theme.

3.3.1 Decide on your Topic

How do you choose your topic? Either it is given to you or you have to select one from the choices you have been given. If you have to choose a topic on your own, then there are some suggestions from where you can choose or decide your topic:

- i. Reading newspapers and magazines and watching television programmes will keep you informed of daily happenings, conflicts, problems etc.
- ii. Talking to friends, colleagues as well as teachers can raise interesting questions and make you aware of different viewpoints.
- iii. Hobbies, sports, art and dramatics can also help you to decide on a topic.
- iv. When you have to write academic assignments and you have to decide the topic, then libraries, archives and the Internet will help you choose the topic and collect the information.

3.3.2 Limit your Topic

When you choose a topic, it should not be too general, i.e. covering a broad area of experience. Such a composition will be difficult to manage – it may have too many general statements which may not be supported by examples and illustrations. Therefore, the next possible action is to limit your topic – to reduce the scope of your composition.

You may wish to write about ‘Surviving in the times of Covid 19’, ‘Kindness to animals’ or ‘Drought conditions in India’. These topics cover very broad areas of experience and knowledge. You will have to select certain aspects of the topic for your composition. Unless you do so, your writing will not be well-organised but a collection of paragraphs on very different aspects of the same subjects.

Once the topic is limited, it should be stated very clearly in the opening paragraph. Then you can develop the main idea in the body of the composition.

Example:

Imagine you have decided to write a composition on ‘Animals’, but this is a very broad topic, it does not indicate which aspect of animals you want to cover, so narrow it down to ‘wild life’ but that is too broad an area to write a composition, so it can be narrowed it down to ‘The big cats’. This topic is good but it will be difficult to cover all the big cats.

Therefore, you can write the composition from another angle, i.e. writing about a particular animal: ‘India’s experience in saving the tiger’, or specifically on the less well known ‘The white tiger’, then you can write a nice composition with details, anecdotes, examples and illustrations.

3.3.3 Gather and Arrange the Information Collected

When you plan to write a composition, you will explore your sources of information to gather facts and arrange them according to some order. Once you have all the information in your

mind, jot down all the points: facts, ideas, opinions, feelings and illustrations on paper and then arrange these in some order. This is necessary because:

- not all the ideas you have jotted down will be directly related to your theme; some will have to be discarded
- you may also find that much of what you have jotted down is not worth writing about
- much of the information jotted down is commonly known and will only make the composition dull
- there may be repetition of ideas
- you may discover that you do not have enough details to write a worthwhile composition

Please keep in mind that the details and facts make a composition interesting. Also, besides all the sources available, you should be aware that your own thinking and self-exploration can be one of the richest resources available to write the composition.

After you have identified the sources, there are some tips to identify the ideas you are going to include in your composition:

- i. To encourage your thinking, underline all important words in your topic: e.g. ‘Lizards are friendly creatures.’ Often students just miss out a significant word in the topic they have chosen. In such cases the composition is usually out of focus.
- ii. Having analysed the topic, jot down random thoughts as they occur to you.
- iii. All ideas, suggestions or facts that have something in common should be placed in one group.
- iv. The ideas could be arranged according to some logical order. We list here some of the more important logical orders. You have already read about them in the previous unit.
 - a. spatial sequence
 - b. chronological sequence
 - c. cause and effect
 - d. information in decreasing order of importance
 - e. information in increasing order of importance

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

Example: Grouping of ideas

Imagine you are asked to write on a topic, “*Smoking should be banned in public places*”

The ideas on this topic can be grouped as follows:

Group 1 – *How it is not good for health*

- i. *Smoking is dangerous to health*
- ii. *Scientific studies – reasons for not allowing to smoke in public places*

Group 2 – *Problems for people who do not smoke*

- i. *Unfair to people who do not smoke*
 - ii. *Studies show that passive smokers are at high risk*
- Group 3 – *Safety issues and Government measures*
- i. *Problems due to throwing of cigarettes in public places*
 - ii. *Safety issues and concerns*
 - iii. *Steps to be taken to avoid such situations*
 - iv. *Government rules to be implemented strictly*
 - v. *Suggestions and recommendations*

You will notice about the points which are mentioned here – there is a general flow of ideas from one group to the other, these are linked by arguments of how smoking is dangerous in public places and its effects on non-smokers.

Grouping helps you to see the relationship between ideas. However, it is not necessary to cover all the items of a group in one paragraph, or to write a paragraph on each item. Therefore, it is better for you to include those points which are important to state your view point very clearly.

3.3.4 Construct your outline

Now you are at the final step of the pre-writing stage – constructing an outline. An outline is like a roadmap which helps you to stay on the right path to reach your destination without any waste of time or effort.

- If you have prepared a good outline, you don't have to fend for ideas
- You will not stray away from the topic
- It will help you to state your points briefly without repetition

A sample outline

Introduction:

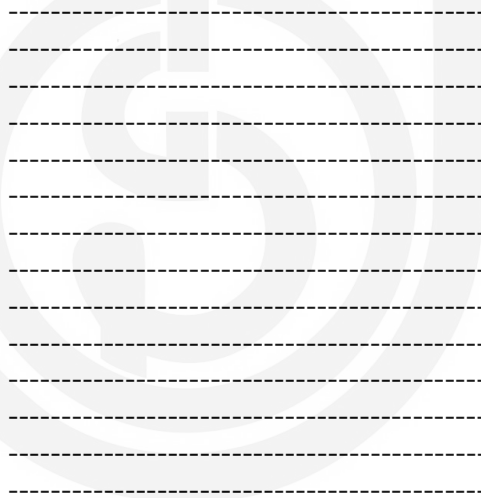
Humans are responsible for progressive destruction of environment; they must change their attitude and work harder to save their environment

Body

1. Humans responsible for environmental damage – politically, industrially and individually
 - a) Government does not plan use of resources; this causes waste and pollution
 - b) Privately owned industry causes waste and pollution as it aims at large profits with small investments
 - c) Through needs, carelessness and laziness, individuals cause damage to the environment.
2. Government, industry and individuals are now beginning to realize that they should prevent further damage
 - a) In collaboration with international agencies, through enactment of laws, government is trying to save the environment

- ### Conclusion:

Check your progress 2



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3.4 FACTORS TO KEEP IN MIND BEFORE WRITING YOUR COMPOSITION

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

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

3.4.1 The Beginning

The beginning of the composition is also referred to as the introduction, the introductory paragraph, or the opening paragraph. It is not necessarily limited to one paragraph; it can also be one sentence or two or three sentences depending on the topic and the length of the composition.

The opening paragraph should state the subject or the main idea of the composition. When you write the opening paragraph, you can write it in a number of ways, depending on the purpose of communication. Does it seek to explain, argue, narrate or describe? For instance, if you are writing an expository composition, you will state the topic immediately and exactly. This requires a business-like approach, and you should come straight to the point.

Example:

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

In this opening sentence, even without the title, you can make a correct guess about the subject of the composition, and how it is going to develop.

Not only is the main idea clear, but the topic is also indicated in the opening paragraph. The beginning also gives an idea of how the rest of the composition will be organized.

Let us look at another introduction:

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

Here too you know how the composition will proceed.

You need to keep in mind the following points when you write your introduction:

- The opening should arouse **the interest and curiosity of the reader**.
- **It should take you straight to the point of the topic** you are writing about instead of beginning with broad general statements.

Example

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

- Begin your **composition with a short, factual sentence** which will make the reader think about it and want to read more.

Example

‘ *Some teenagers live in a world of their own.*’

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

Example

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

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

Check Your Progress 3

What do you think should be the correct beginning for the composition of the title given below? Choose from the options given below the title.

How to make Chapatis

- The chapatis are round in shape and made from wheat flour.
- To make chapatis, first we need to understand that the round shape of the chapati is due to the technique used by the person who rolls it.
- In India, you will find different varieties of chapatis. Some are made from flour or chickpea flour or white flour.
- We know chapatis by different names roti, phulka in India and roshi in Maldives. It is an essential part of the daily intake in most of the Indian houses in North India. It is usually prepared with water and wheat flour.

Now you have read how to write the beginning of any composition .Keep in mind you have looked at merely one part of the beginning, which is how to catch the attention of the reader. This is known as **lead**; the other two parts are **bridge** and the **thesis statement**. The bridge connects the lead to the topic and it consists of connecting sentences. The last part is the thesis statement which tells your reader the main points that you will mention in the essay. Look at this example:

We know Chapatis by different names roti, phulka in India and roshi in Maldives. It is an essential part of daily intake in most of the Indian houses in North India [LEAD]. It is usually prepared with water and wheat flour. In India, you will find different varieties of chapatis. Some are made from flour or chickpea flour or white flour. It is very popular all over India but the major problem faced by many young Indians is how to make chapati round and keep it soft [BRIDGE].This can be easily solved with the help of tips and techniques used by experienced women who make 50 chapatis a day in an Indian household[THESIS STATEMENT].

Check Your Progress 4

Write the introduction with the help of the main points mentioned below:

- a) How to reduce air pollution: reduce traffic congestion, encourage different types of public transportation, industries to be outside cities, encourage walking for short distances
- b) Benefits of exercise: increase in stamina, build confidence and keep healthy
- c) Social media: advantages and disadvantages

3.4.2 The Body

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

At the pre-writing stage, you have read how to group your ideas and write an outline. What you further need to know is how to use language to make your ideas lucid. You can do it in two ways:

- a) To use signposts: phrases or words which enable the reader to follow the writer's thinking.
But the question will be how do you recognise a signpost?
 - Topic sentences of paragraphs become signposts through a composition.
 - Other signposts are words or phrases which tell the reader about the sequence or design of the composition – what you have done, are doing, will do next or later, will not do at all. The expressions *firstly*, *in the first place*, *secondly*, *further*, *for example*, act as signposts.
 - Paragraphing and indentation of quotations also act as signposts to the reader.

Example

“Mobile phones should be allowed in the schools due to various reasons. Firstly, it helps to contact the children in case of emergency. Secondly, it helps to get information from apps and tools which would help them to fare better in studies.”

The first phrase: *due to various reasons* is a signpost. It indicates the feeling of the writer about the subject. S/he is giving reasons for mobiles to be used in the school. The phrase ‘firstly’ in the second sentence, and the word ‘secondly’ in the third sentence, are both signposts to the reader telling him/her the reasons for allowing the use of mobile phones.

- b) To use inter-paragraph transitions: words or phrases which tie the beginning of a new paragraph to the one that goes before it. For example
Repetition: At the beginning of a new paragraph pick up a key word or phrase occurring at the end of the preceding paragraph.

Example

....But the element which is constant and common in all of them is change.
Change is the master key.

'.....The bringing to an end to the life say, a spastic child, by the deliberate refusal of the full esthetical care, seems morally indefensible.'

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

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

Example

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

The answer is that we are not good enough.'

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

Example

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

Pronouns such as *it, this, that, these, those*, can be used to refer to a key noun of the last sentence of the previous paragraph.

At four weeks, tripping over itself, it ventures forth and discovers the world---or at least that part of it within a safe three or four feet of its mother.

As its excursions into the world grow bolder, the maturing infant Indian langur begins to encounter age-mates.

Words and phrases showing logical relationships can be used to link paragraphs. Some of these expressions are:

Therefore, however, but, consequently, thus, and so, even so, on the other hand, for instance

Example:

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

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

3.4.3 The Ending

You have developed the topic through your composition, and you have mentioned all you want to write and you feel now that the composition should end. So, you should end it properly with a concluding paragraph.

As the beginning, so is the ending important and the reader tends to remember it. You should be aware that whereas the beginning of a composition introduces and excites, the ending should tie it up, round it off, or summarize the main idea.

Example:

"Present-day insects have spread to every habitable area on the face of the globe."

This is the opening sentence of a composition on insects which is developed through successive paragraphs.

When you will read the ending of this composition, you will see that it is done by summarizing the discussion and stressing the theme of the composition:

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

- In a descriptive or narrative composition, the end comes naturally at the end of the description or narrative.

Example:

This is the beginning of an article on the travelling theatre of Maharashtra:

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

The ending of this composition is suggested through new beginnings.

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

Here are some other ways in which composition can end, depending on your purpose and in what way you wish to influence your reader.

- An ending can suggest a remedy or a course of action.
- An ending can offer a value judgment.
- An ending can include thinking ahead based on the discussion in the composition.

When you write a concluding paragraph, do not start the concluding paragraphs with phrases such as: now I will conclude with, now I end up saying. They reduce the force of the idea presented in the sentence that follows.

Also do not introduce a new idea in your ending paragraph. The ending you have written should strengthen the ideas you have presented in your composition.

Check Your Progress 5

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

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

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

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

- 2 a) Even in her deep anguish the rag woman's tear-stained face beamed. The goat was dead; a white heap still lying on the mud floor.
- b) From the neighbouring stalls in the Tuesday *haat* of the village she purchased by a barter of rags the two objects that were to make the motif of her life for months to come: three pumpkin seeds....and a month-old goat youngling.
-
-
-
- 3 a) The Study Centres of Indira Gandhi National Open University are part of the detailed programme of the University....
- b) The face-to-face contact in the shape of tutorials at the University Study Centres is different from what takes place in conventional colleges.
- c) In other words, Study Centres and Regional Centres will act as the means through which the university will take the education to the doorsteps of the student.

3.5 REVISION

As a writer you will benefit greatly if you pause frequently to reread your drafts. Rereading often leads to further discovery – you may add an example, choose different vocabulary, add or subtract ideas ,etc. You will often find that rereading leads to substantial rethinking and revising and this certainly improves your composition. Of course, errors of grammar, punctuation and spelling also need to be checked. It is also a good idea to have someone else read your draft if they are willing. They will give you another perspective that you may be missing.

Finally, learn to reflect on your writing. Ask yourself questions such as ‘Is my essay interesting? ‘Will it be clear to my reader?’ ,‘Is the paragraphing adequate? What examples can I add to make my point clearer? And so on.

3.6 LET US SUM UP

These are some of the points which we have touched upon in this unit.

- You should choose a topic about which you know a great deal.
- You should know who your reader is; that is, you should be aware of his/her level of understanding, interests and needs.
- When choosing a topic, you must know your sources of information.
- To do justice to your topic you must limit it in such a way as to make sure your composition reads smoothly and will cover the theme fully.
- It is only after limiting the topic that you start collecting and ordering your data. The grouping of ideas should follow a logical sequence.
- The outline is the most important part of the pre-writing stage.
- The beginning of the composition tells the reader about the subject-matter. The writer should make the opening interesting by plunging straight into the theme if possible.

- The beginning of the composition includes beginning known as the *lead*, *bridge* and the *thesis statement*.
- The body of the composition develops the main ideas. Some of the techniques of development are illustration, description, definition and elaboration. Different types of composition require different techniques.
- The ending or conclusion of a composition should not come suddenly. There are several ways in which you can give a satisfactory ending to your composition.
- Revise your first draft to check for errors.

3.7 ANSWERS

Check Your Progress 1

(a), the narration (b) expository (c) argumentative (d) descriptive

Check Your Progress 2

Suggestions:

You can start with the advantages and then disadvantages about the topic; make sure the introduction, advantages, disadvantages are in separate paragraphs. The ending should reflect your opinion.

Check Your Progress 3

d-c-a-b

Check Your Progress 4

Write the answer in your own words.

Check Your Progress 5

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

UNIT 4 DIFFERENT TYPES OF WRITING

Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Different Types of Writing
 - 4.2.1 Filling of Forms
 - 4.2.2 Information Transfer
 - 4.2.3 Diaries
 - 4.2.4 Dialogues
 - 4.2.5 Letters
 - 4.2.6 Emails
 - 4.2.7 Reports
- 4.3 Forms of Writing
- 4.4 Let Us Sum Up
- 4.5 Suggested Readings
- 4.6 Answers

4.0 OBJECTIVES

This unit will:

- familiarize you with the different types of writing
- help you to distinguish salient features of each type of writing
- give you practice for tasks in different types of writing
- make you aware of different genres/styles and forms in writing

4.1 INTRODUCTION

In the previous unit we have looked at the process of writing in general, how the act of writing takes place in the writers' mind. We undertake different types of writing in our daily life and each type of writing generally follows the same process that we have learnt earlier, but they are different in structure, content and use of language. This means, letter writing is not the same as essay writing; writing a paragraph by looking at a visual is not the same as writing a paragraph by looking at a flow chart or a map. These types are distinct in their own ways. The old dictum "the more you write the better you will write" is something which you should follow. Let us together in this unit look into the various forms of writing activity so that you become a better writer.

4.2 DIFFERENT TYPES OF WRITING

Let us undertake the study of some of the forms of writing, like, reading a map, understanding a visual, keeping diaries, writing conversations/dialogues, letters, emails, reports etc. Together, they constitute the traditional **and the non-traditional** forms of writing. However, we will not

go into details of paragraph and essay writing as these have been extensively dealt with in earlier units.

4.2.1 Filling of Forms

This is a common activity which each one of us has to do in our daily life, whether it is to seek admission in school, college, reserving/cancelling a berth on a train, or booking/cancelling a ticket on a flight, opening or closing a bank account, depositing / transferring money, etc. For numerous purposes one has to fill forms. If the form is duly filled, it is likely to get accepted. Therefore filling in forms is a very important activity.

What are its salient features?

To fill a form one does not need to produce a long piece of text running into pages. You require **factual information**, which at the most is two - three words. Or, if it is an address then it may be about two phrases/clauses at the most. The important point to note is that you must be accurate. The most common of forms that you need to fill these days are online forms. We will give you practice in filling an online form by providing you the following link.

<https://ignouadmission.samarth.edu.in/index.php/registration/user/register>

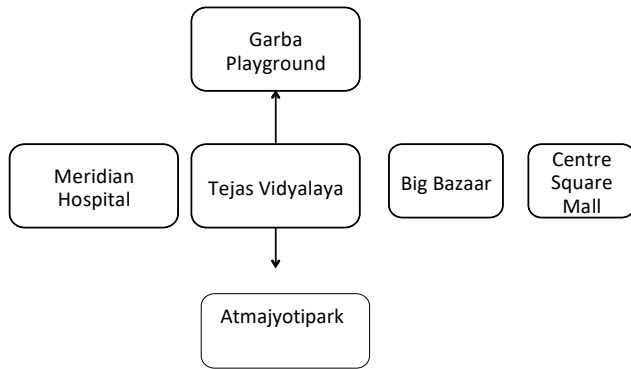
Link for admission in IGNOU ODL Programmes

4.2.2 Information Transfer

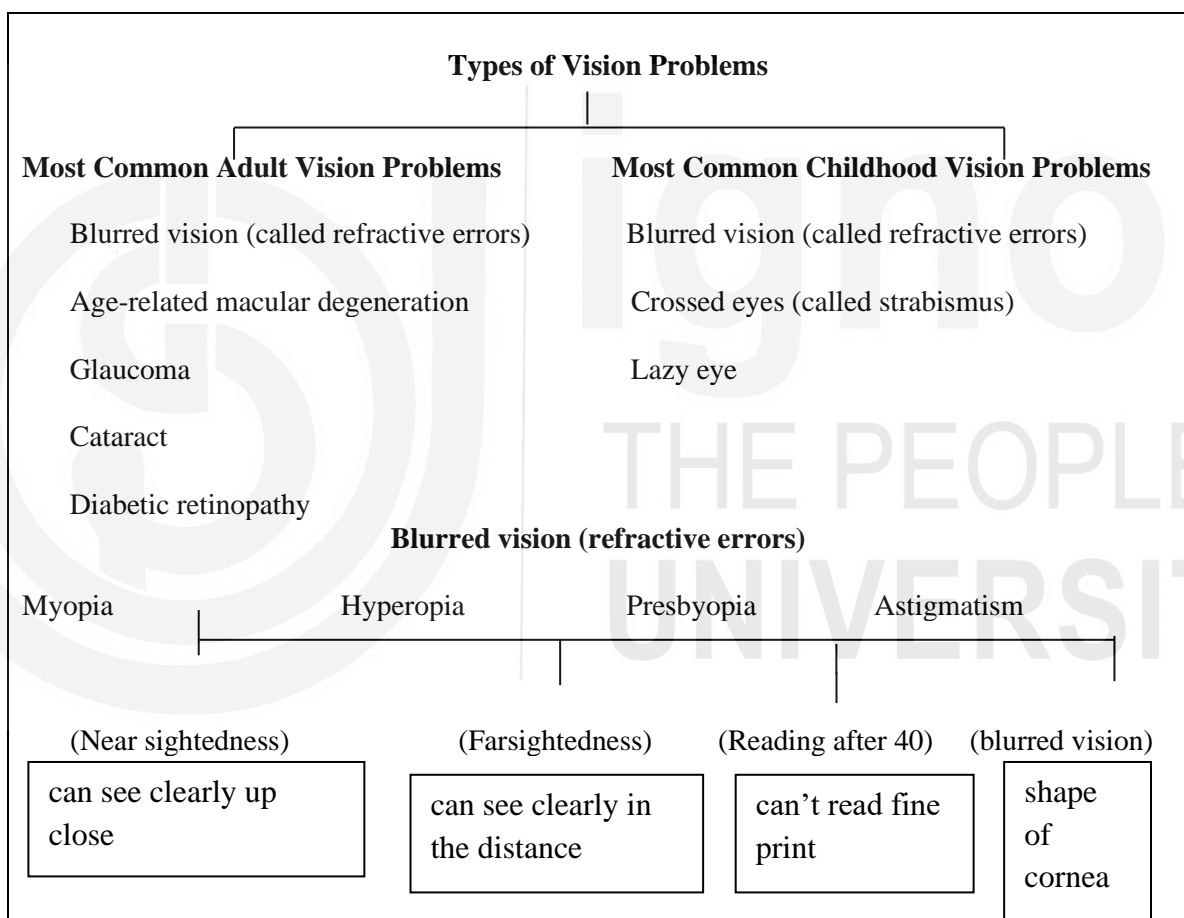
This is another type of a writing activity in which a learner is required to write a paragraph based on reading and interpreting a graph, a chart, table or giving directions based on a map. This transfer of non-verbal skills to verbal form (writing a paragraph or report) develops composing or writing skills. This is an important study skill, which would help you develop analytical faculties and will be useful to you in the study of subjects like Mathematics, Science, Commerce, etc. In fact, form filling is also another type of information transfer.

Example: Read the following description of Rucha's school and transfer the information into a graphic form.

I study in Tejas Vidyalaya. In front of my school there is a park named Atmajyoti Park and behind it is a huge playground where the Garba festival is held. To the right of my school there is a huge supermarket, Big Bazaar, and next to it is the Centre Square mall. On the left of the school is a big building which houses the famous Meridian hospital. The graphic prepared will look something like the picture drawn below.



Now let us show you how to write a more difficult but an interesting piece which would be useful to you in your academic life.



The figure presents the types of vision problems at two levels: types of visual problems and blurred vision.

We first study the first level of the diagram: The title reads: types of vision problems. This indicates that vision problems can be of several kinds and we expect that they will be named.

At the first level we find that the two main kinds are: Common Adult Problems and Common Child Problems.

Below 'Common Adult Problems' are listed five kinds of vision problem and under 'Common Child Problems' are listed three.

We next see that the first problem listed under each is 'blurred vision' or refractive errors'. This is taken up at the next level of classification. Four kinds are listed. Each kind is then briefly described in the boxes below the heads.

Now let us go through the steps of writing this information as running text:

We first state the topic:

Vision problems are of two major types:

We then name them:

Those that are common among adults and those that are common among children.

This can also be stated as:

There are two major types of vision problems: those that are common among adults and those that are common among children.

We then take up the list under adult problems:

Adult vision problems can be of five different kinds. These include, blurred vision, also called refractive errors, age-related macular degeneration, glaucoma, cataract and diabetic retinopathy.

Next we take up the list under child problems:

Vision problems among children can be of three different kinds. These are, blurred vision also called refractive errors, crossed eyes or strabismus and amblyopic, commonly known as lazy eye.

The next step deals with the common problem listed under both heads, namely, blurred vision or refractive errors. These are classified as four different types.

Blurred vision or refractive errors may be classified as follows: myopia or near-sightedness, hyperopia or farsightedness, presbyopia or reading problem that appears after 40 years of age and astigmatism or defect in the shape of the cornea.

We then describe each category.

Myopia or nearsightedness is the ability to see things that are at close range but inability to see things at a distance.

Hyperopia or farsightedness, as the name implies, is the reverse of myopia, that is, the ability to see things at a distance but not being able to see things at close range.

Presbyopia is a reading-related problem that appears after the age of 40. This involves inability in reading small print at close range.

Astigmatism is another condition that causes blurred vision. This involves a defect in the shape of the cornea.

We can now put the entire text together:

Types of vision problems

There are two major types of vision problems: those that are common among adults, and those that are common among children.

Adult vision problems **can be of five different kinds**. These include blurred vision, also called refractive errors, age related macular degeneration, glaucoma, cataract and diabetic retinopathy.

Vision problems among children can be of **three different kinds**. These are blurred vision, also called refractive errors, crossed eyes or strabismus, and amblyopia, commonly known as lazy eye.

Blurred vision or refractive errors, may be further **classified as follows**: myopia or near-sightedness, hyperopia or farsightedness, presbyopia or reading problem that appears after 40 years of age, and astigmatism or defect in the shape of the cornea.

Myopia or near sightedness is the ability to see things to see things that are at a close range, but inability to see things that are at a distance.

Hyperopia or farsightedness, is the reverse of myopia, that is the ability to see things that are at a distance, but not being able to see things that are at close range.

Presbyopia is a reading related problem that appears after the age of 40. This involves the inability in reading small print at close range.

Astigmatism is another condition that causes blurred vision. This involves a defect in the shape of the cornea.

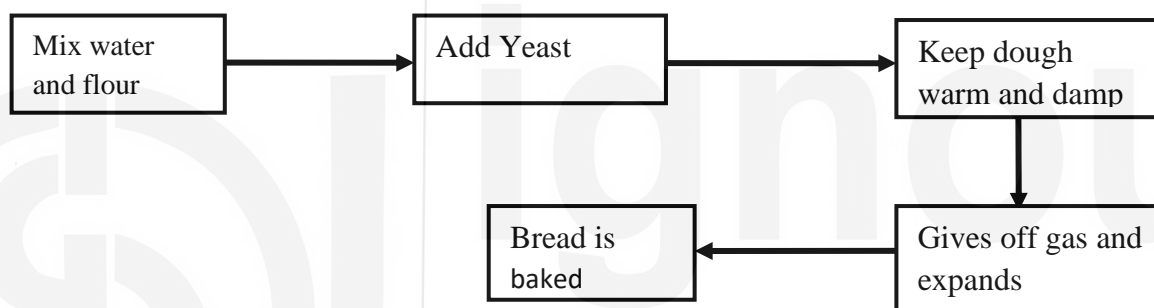
You will notice that the words in bold in the text are used in performing the function of classifying. They are the discourse markers that indicate what is to follow.

Check Your Progress 1

1. Study the following table and write a paragraph on the stages in the growth of a lion.

	Stage	Growth
1	At birth	Blind
2	Six days	eyes open
3	4-5 weeks	play like kittens
4	Three months	learn to hunt
5	Age of two	begin to breed
6	5 years old	fully grown

2 The flow chart given below depicts the process of making bread. Write the process in about 100-150 words in the form of a paragraph.



4.2.3 Diaries

A diary is a personal record and hence diary entries are usually individualistic and personal. We do not need to write complete sentences. Some words/phrases in the form of notes are sufficient clues of what the writer wants to say. Thoughts and feelings are often expressed in a disconnected manner as they flash through the mind. More often than not, abbreviations are used and hence in a diary entry one does not find complete sentences. At times ambiguity or even disconnected thought process is observed. Let us set up a task and further clarify this form of writing activity.

Task 1

This is a page from Shiela's diary. Rewrite this diary entry in the form of a continuous paragraph.

Woke up at 7 – mom not at home – granny says gone to the hospital – worried – dad comes home at 8 – leaves me at school – I want to go to hospital, dad says 'no' – evening dad picks me up from school – all smiles – we go straight to hospital – how nice to see mom – oh! baby

brother, so soft, cuddly like a doll – I'll call him JoJo – I am akka now – today happiest day of my life.

Let us take a look at some more famous diary entries which many of you would have already read - The diary of Anne Frank. She was a thirteen year old Jewish girl who wrote about her experiences of hiding from Hitler's gestapo. Kitty is the name she gives to the imaginary person she writes to.

Read about Anne Frank from the Internet.

Task 2

Wednesday, 13 January 1943

Terrible things are happening outside. At any time of night and day, poor helpless people are being dragged out of their homes. They're allowed to take only a rucksack and a little cash with them, and even then, they're robbed of these possessions on the way. Families are torn apart; men, women and children are separated. Children come home from school to find that their parents have disappeared. Women return from shopping to find their houses sealed, their families gone. The Christians in Holland are also living in fear because their sons are being sent to Germany. Everyone is scared. Every night hundreds of planes pass over Holland on their way to German cities, to sow their bombs on German soil. Every hour hundreds, or maybe even thousands, of people are being killed in Russia and Africa. No one can keep out of the conflict, the entire world is at war, and even though the Allies are doing better, the end is nowhere in sight.

I could spend hours telling you about the suffering the war has brought, but I'd only make myself more miserable. All we can do is wait, as calmly as possible, for it to end.

Saturday, 30 January 1943

Dearest Kitty,

I'm seething with rage, yet I can't show it. I'd like to scream, stamp my foot, give Mother a good shaking, cry and I don't know what else because of the nasty words, mocking looks and accusations that she hurls at me day after day, piercing me like arrows from a tightly strung bow, which are nearly impossible to pull from my body. I'd like to scream at Mother, Margot, the van Daans, Dussel and Father too: 'Leave me alone, let me have at least one night when I don't cry myself to sleep with my eyes burning and my head pounding. Let me get away, away from everything, away from this world!' But I can't do that. I can't let them see my doubts, or the wound they've inflicted on me. I couldn't bear their sympathy or their good-humoured derision. It would only make me want to scream even more.

Everyone think I'm showing off when I talk, ridiculous when I'm silent, insolent when I answer, cunning when I have a good idea, lazy when I'm tired, selfish when I eat one bit more

than I should, stupid, cowardly, calculating, etc., etc. All day long I hear nothing but what an exasperating child I am, and although I laugh it off and pretend not to mind, I do mind. I wish I could ask God to give me another personality, one that doesn't antagonize everyone.

But that's impossible. I'm stuck with the character I was born with, and yet I'm sure I'm not a bad person. I do my best to please everyone, more than they'd ever suspect in a million years. When I'm upstairs, I try to laugh it off because I don't want them to see my troubles.

Task 3

The principal of your college maintains a diary of his important engagements every day. Can you complete his itinerary/ time-table on the Annual day celebrations of your college? Then write a paragraph on her engagements for the day.

Annual Day Celebrations

Time	Activity undertaken
10.a.m	Meeting with all teachers
11 a.m.	Inspecting all preparations undertaken
12.noon	Receiving the Chief Guest
1 p.m.	
2.p.m.- 4p.m.	
5 p.m.	

Check your progress 2

1. Write a diary of a day in your life. What insights have you gained about yourself?

4.2.4 Dialogues

Dialogues fall under the category of spoken English. Nowadays writing dialogues also forms a testing item in the English question papers. Due to large classrooms, direct testing of spoken English is not practical; this language item therefore forms a part of the Composition classroom. This is a highly creative activity and if undertaken in the classroom from the primary level, can help create a sense of the spoken form of the language. What are the characteristics of a natural dialogue? A natural dialogue/conversation

- need not be in full sentences always
- involves use of simple vocabulary
- allows use of informal forms like *can't*, *don't*, *am*, *won't*, etc.

- involves use of colloquial expressions like *oops*, *wow!* *dad*, *tummy*, etc.

The dialogues could also be **formal** in nature, for example, a conversation between a student and a teacher or a boss and an employee or it could be **informal** for example, a casual conversation between a mother and a son, or between two friends or cousins etc. The formality or the informality of the dialogue depends upon the relationship between the speaker and the listener. A dialogue involves a minimum of two people, the speaker and the listener; it could involve three to four speakers as well.

Example 1

Look at the following conversation between a mother and son:

Daughter: Mom, our class is going on an excursion to Kausali.
 Mother: When?
 Son: In May, during the summer holidays.
 Mother: For how many days? Any teachers accompanying?
 Son: For ten days. Yes. Two teachers are coming with us.
 Mother: Charges?
 Son: Not much – only Rs 10,000 per head. Mom, can I go?
 Mother: That's a lot, but I think, you should go. You'll learn to be independent.
 Son: Thanks ma. You're so cool!

Example 2

Look at the following conversation between a teacher and the Principal:

Teacher: May I come in Sir? Good morning Sir.
 Principal: Yes, come in. Good Morning.
 Teacher: I've come to request you to grant me leave for a few days.
 Principal: For how many days? Where do you have to go?
 Teacher: For a week sir. I've to go to Delhi to attend a wedding in the family.
 Principal: What about your classes? Internal tests are in fifteen days, have you completed the course?
 Teacher: Yes sir, I have.
 Principal: Ok, then that's fine. Enjoy the wedding.
 Teacher: Thank you sir.

If you analyze both the conversations, you will see that the function of both the conversations was to seek permission, the daughter seeking permission to go on an excursion and the teacher seeking permission to go to Delhi. A tone of informality is seen in the first dialogue while it is formal in the second. The formality or the informality of the language used depends upon the relationship between the speaker and the listener. The differences between both conversations are tabulated below:

Differences between conversation 1 and conversation 2

	Conversation 1	Conversation 2
Relationship between speaker and listener	Informal, cordial, intimate	Formal, hierarchical, distant
Words used	Coming, going (Words of everyday use) Mom, so cool	Sir, permission, grant, request (words denoting hierarchy, distance) May (Use of modals)
Sentence structure	Direct- Can I go? You should.	Indirect – grant me leave
	When, charges Thanks ma (Use of single words loaded with meaning understood by the listener)	Where do you have to go? For how many days? Thank you sir. (Use of full sentences)
Beginning of conversation	Direct beginning	Begins with seeking permission to come in. Offers greetings

Add any other differences you can observe in both conversations.

4.2.5 Letters

All of us write letters for various reasons. We may write letters to our friends, relatives or we may write letters to people whom we do not know, yet with whom we want to communicate. Today, in the technological age, even sending emails is a type of letter writing. The purpose of a letter is to inform, invite, enquire, complain, congratulate, express sympathy, order goods, etc. Every letter has a writer, a reader and a situation. Depending upon the purpose, writing letters can be divided into two: formal and informal. Formal letters are written for business purposes, for example complaint letters, application for a job, ordering products, enquiring prices of products, interview call letters, appointment letters, seeking permission etc. These letters are usually written to people whom we do not know on a personal level or whom we haven't met at all or have met for business reasons or those people who hold a higher designation than us. For example, a teacher / student writing to a principal/teacher of a college would write a formal letter and not an informal one. **Informal** letters include all correspondence between friends, members of the family, relatives etc. Emails are considered both formal as well as informal mode of communication because they are written for business

as well as personal purposes. While we will primarily concentrate on emails, we shall also give you the structure of letters in case you need to write them.

Structure of Letters

Whether you write formal or informal letters there are certain aspects which are common to both. The structure of formal and informal letters is given below: Tabulate the differences between the two of them:

Structure of a Formal Letter

Writer's address

Date

Receiver's address

Subject
Reference

Salutation

Body of the letter

Subscription

Signature

Writer's full name below the signature

Structure of Informal Letter

Not only are formal and informal letters structurally different, the language of both types is also different. Consider the following examples and analyze the language used in both of them. You can take cues for analyzing the letters from the dialogue section of this unit.

Example 1

William O'Connor
7 November, 20XX

Dear Rajesh,

Thanks for your letter and the wonderful photographs you sent with it. Looking at them I was constantly reminded of the wonderful time we spent together at Panchmarhi. It was a trek that I'll never forget in my life. Remembering the thick vegetation, the dense forests, and the beautiful silver streak from the high mountains makes me wonder at the beauty of nature. I also wish to see more of such India not tarnished by the mechanized world. Thanks immensely for including me in your group and helping me see such a beautiful place.

Next time you happen to arrange such a trip with friends, do count me in.

Yours affectionately,

William

Example 2

Rakshak Electric
45, M.G.Road
Kolkata - 440 010

November 7, 20XX

Diamond Cables
25, Anne Besant Road
Worli, Mumbai

Subject: Prices of Cable Wires-Enquiry

Reference:

Dear Sir/Madam,

We have heard from reliable sources that the cables you manufacture are of a very high quality. Hardly any complaints have been recorded since its use in many buildings.

We have secured a contract for electrifying a commercial complex in the Surendra nagar area of Kolkata. We wish to use the cables manufactured by you for our project for which we require 100,000ft of cable wires. We request you to quote your most competitive prices so that

we could place an order with you. Do also let us know your terms, conditions and the discount you can offer on the product.

Hoping to hear from you soon.

Yours Truly,

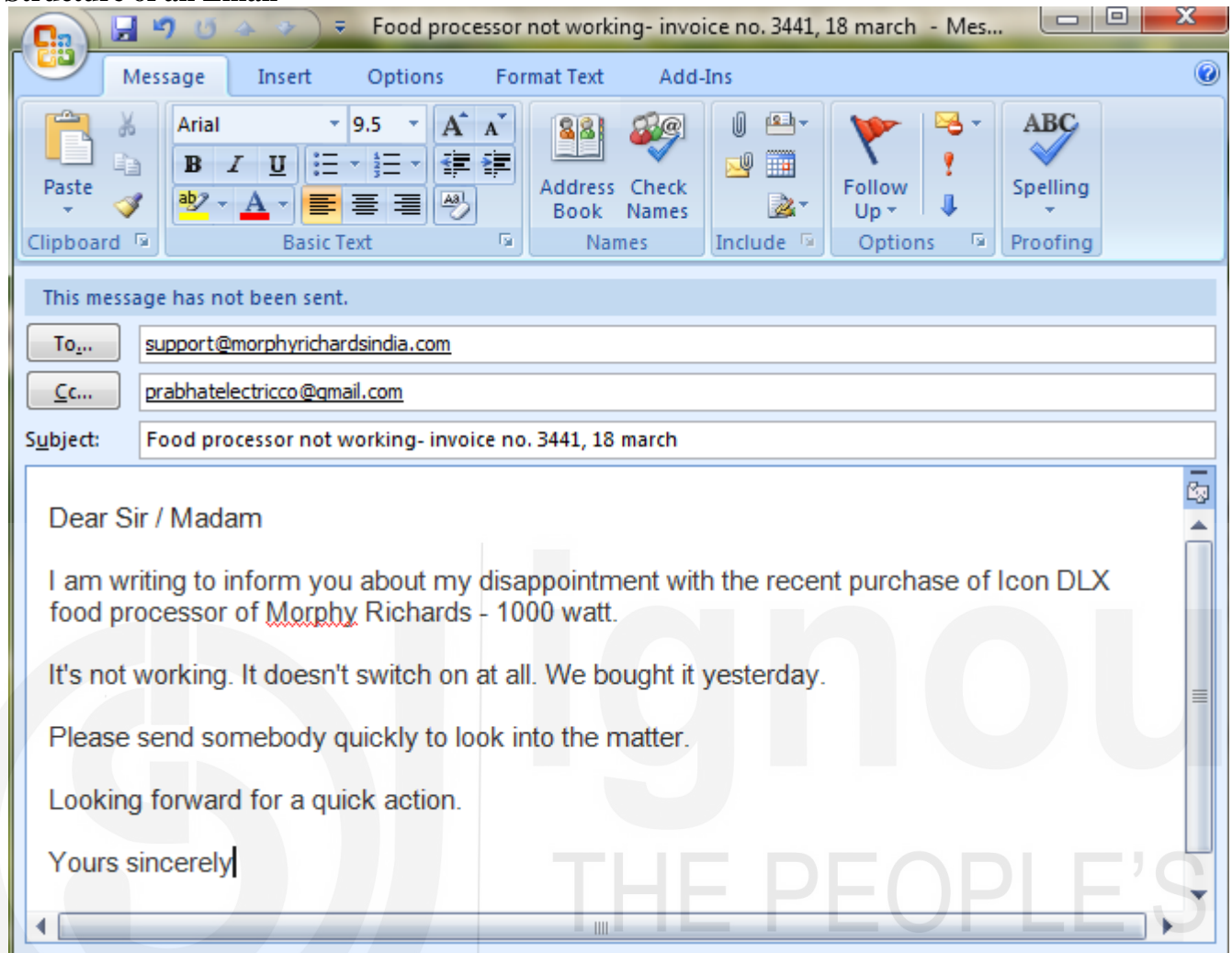
Rajesh Potdar
Materials Procurement Manager
Rakshak Electric

4.2.6 Emails

In this age of globalization, the fastest tool of written communication is email. Electronic mail, often abbreviated as e-mail or email, is a method of exchanging digital messages. It has numerous advantages. It is fast, cheap, simple, efficient, and *environment friendly* because it saves tons of paper. It is also versatile because through email one can send pictures, power points or other files. Another advantage of an email is that it is easy to prioritize and filter. Unlike regular modes of written communication, one does not need to read, review and scan all mails, and lastly, if the receiver's email ID is correct, rarely does it go astray.

On the other hand, one of the biggest disadvantages of Email, like any written tool of communication is, it can become impersonal and can thus be misunderstood. Hence, it becomes necessary for the writer on Email to know its format, structure, etiquette and language.

Structure of an Email



An email message consists of two components, the message *header*, and the message *body*, which means content. In the message header, along with the receiver's name there are names of people to whom copies of the message are sent. They are called carbon copy (cc:) and blind carbon copy (bcc:) fields. If there is an attachment to the mail, an icon representing the attachment can be seen. The addresses in the 'cc:' field are of those people who need to know about the subject but are not required to act on the contents. The 'bcc:' field is useful where carefulness is required. People in this field are hidden away from other recipients in the 'To', 'cc:' fields.

In emails, the **subject line** plays a vital role in prioritizing mails. Hence, one should take care in phrasing the subject line. The subject line should be brief and should aptly provide a clue to the contents of the message. For messages that are urgent, one can start the subject with the word 'Urgent' or if the Email is an invitation or a request or a reply, one can start with the words 'Inv', 'Req' or a 'Re' respectively.

The structure of an Email is also known as the body of the message. It may be very similar to that of an informal/formal letter. The essential parts of a message body are:

1. **Greetings:** Many people do not use a greeting/salutation in an email. In informal letters, it is advisable to use words like ‘Hi!’, ‘Hello’, ‘Dear’ followed by the receiver’s first name. ‘Dear’ can also be used in formal letters.
2. **Body:** This is the main body of the letter. It includes the message that the sender wants to tell the receiver. It is often developed into paragraphs or short points.
3. **Closing:** There are three sub-parts to the closing of an email, namely, pre-closing, closing and identification. The pre-closing and the closing must correspond with the degree of intimacy with the receiver. Identification is necessary because at times, the sender’s Email ID doesn’t reveal his/her name and the receiver might mistake the mail for spam or junk mail. The following table shows how salutation should correspond with pre-closing and closing.

Salutation	Pre-closing	Closing	Identification
Hi Lekha	See you soon Hear from you soon Tons of love	Best wishes, All the best, Cheers	Sender’s name
Hello Alvin Dear Nazma	I look forward to Looking forward to hearing from you	Regards Kind regards	Sender’s name

4. **Signature:** Default signatures should be used only in official correspondence. They are not required in informal mails.

Language used in an Email

Language use in an email may greatly vary according to different contexts, the subject matter and even the senders. In formal contexts like job applications, language may be more formal and similar to that of formal letters. In informal contexts like chatting between friends, language use may tend to be less formal and more intimate.

1. **Sentence structure** – wide-ranging structures
2. **Formality and accuracy** – Though not always necessary in informal code of written communication, formal grammar and spelling should be followed.
3. **Punctuation** – Punctuation is sometimes used in an individual and unconventional way in informal contexts, but rules of punctuation strictly apply in formal situations.
4. **Style** – Shorthand, acronyms, abbreviations, colloquialisms, etc. are quite common.

The following letter is an example of an informal invitation through email:

Hi Everyone,

My suggestion is, let’s have a pot-luck dinner and bring snacks and soft drinks.....Please RSVP as soon as you can so that I can estimate how many people will be here and what everyone will bring.

Eagerly waiting for your response.....

Amish

Etiquette in Email

In any mode of communication, certain code of conduct has to be maintained. Since Email has now emerged as a popular and powerful tool for communication, one must observe etiquette while using it. The following are some pointers for Informal Emails:

1. Summarize your message in the subject line.
2. Keep your message precise and focused.
3. Avoid using all capital letters (Upper cases): Use of capital letters is an equivalent of shouting.
4. Do not write anything you would not like to say in public. These mails can be forwarded easily and hence may put you in an embarrassing situation.
5. You can use a smiley or emoticons to make sure that your statement or comment is not misunderstood, only in informal mails.
6. Do not send or even respond to chain letters.
7. Abbreviation usage is quite widespread with e-mail. To save keystrokes, users have traded clarity for confusion. Some of the more common abbreviations are listed in the table below. Please do not use these in formal mails.

Abbreviation	Means this
LOL	Laugh out loud
BYW	By the Way
FYI	For your information
TTYL	Talk to you later
TC	Take care
TYT	Take your time

For more abbreviations- go to:

http://www.serveronfire.com/Internet_Guide/abbreviations.htm

8. Avoid 'flaming'. Flaming occurs when one sends messages with angry or aggressive content.

Formal emails more closely follow the style of formal letters.

You have read about handwritten letters, (formal/informal) and also about emails. Given below is a table. Fill the blanks by writing the differences between the two. Add more rows to complete the table.

Difference between handwritten letters and emails

1. They have a personal touch.	
	2. You cannot admire the sender's handwriting.
3. They take some time to reach.	
	4. They can be sent to many at a time.

Check Your Progress 3

1. Identify at least five (5) occasions when you have to write letters (formal and informal).

2. Suresh, who is a school boy, wrote the following letter to his Principal. But his Principal was very angry when he read it. According to you why did the Principal become angry? Can you help Suresh correct it?

My dear principal,

Hope you are fine. I am not feeling very fine. Sorry, I can't come to school today. Please excuse me. Can I take leave for today.

Yours affectionately,
Suresh

3. Read this letter from Asha to her mother. Asha is describing her life in the hostel. But the paragraphs are jumbled up. Put them in the right order so that it becomes a cohesive whole.

At night we have chapatis for dinner and glass of milk too. We study up to 10pm. Then the lights have to be switched off. You know how difficult it is for me. I always used to watch late night movies at home, isn't it?

In the hostel four of us share a room. Each has a bed, a table, a desk and an almirah. My roommates are Sharmila from Kolkata, Sapna from Delhi and Nandita from Kerala. I'm learning some Bengali and Malayalam. We sit and chat for a long time in the nights. We always do most of the things together.

Dear Mom, hope things are fine with you. You had asked me about the hostel. I'm now going to bore you to death with my description.

Can you believe mom that your daughter now gets up at 5 in the morning? Yes, staying in a hostel has changed me a lot. No bed tea/coffee, only mad rush for the bathrooms. If we don't reach the dining hall by 8 a.m. no breakfast either! Don't think that your daughter is suffering. Mummy, I must tell you about my friends.

4. Choose the correct option:

i. When writing an email message, paragraphs should be:

- a. long
- b. indented
- c. short
- d. informal

ii. When writing a Subject Line:

- a. use something general, such as "Greetings" or "Hello."
- b. say, "If you don't respond, I'll be annoyed."
- c. use several sentences
- d. be specific and brief

iii. The three sub-parts to the closing of an Email are:

- a. Subject, Body, Greeting
- b. Pre-closing, Closing, Identification
- c. Structure, Punctuation, Body
- d. Body, Complimentary close, Signature

iv. 'Flaming' is:

- a. sending sad messages
- b. sending messages to old friends
- c. sending angry messages
- d. receiving wrong messages

4. It was your birthday yesterday and you did not receive birthday wishes from your younger sister. Using the following format, draft an email to your younger sister with a carbon copy to your brother and a blind copy to your mother and father expressing your anger and unhappiness.

To:	
Cc:	
Bcc:	
Subject	
Body	

4.2.7 Reports

A report usually presents information in a logical, orderly and concise manner. The purpose of the report is to inform the reader about things that they do not know hence all details need to be included. But at the same time unnecessary details need to be avoided. This ensures **completeness** of the report.

The report should be **accurate**. Hence any false information should be avoided.

There should be **clarity** in the report. It should be clear enough for the reader to understand and take action if necessary. The language should be simple; jargon and technical language should be avoided.

The salient features of a report can thus be summarized as under:

A report is:

- brief, accurate, complete and clear
- usually written in third person
- includes only relevant details – there are no digressions
- avoids emotional overtones
- ideas are logically arranged
- language is simple, jargon is avoided

Check Your Progress 4

1. Imagine that you are the editor of the college newsletter, “IGNOU Times”. You have to report on the Independence Day celebrations. Use the following hints and write a report.

15 August 20XX, 7.00a.m. - all students in white - assembled near flag post – Chief guest – Police Commissioner to hoist at 7.30 a.m. – flag hoisted on time – guard of honour presented by NCC cadets – address by chief guest – topic – Duties of Youngsters towards India – vote of thanks proposed by the Principal – Tea for all students and chief guest – dispersed

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2. The student’s union met to discuss the farewell party for seniors. The following items were discussed at the meeting

- date and venue
- budget

- items on the menu
- gift for seniors
- speeches
- entertainment

Using the above points write a report of the meeting to be presented to the Principal.

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3. Collect at least 5 reports from newspapers, which you could use in your class. Think of three different ways in which you can use newspaper reports.

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4.3 FORMS OF WRITING

The earlier section deals with different types of writing that we are required to undertake in our daily life. The author can choose from the different forms to express his intent. The selection would depend upon what's/he wants to convey. For example,

- Why is the writing task being undertaken?
- Is it for entertaining the readers?
- Is it for informing readers?
- Is it for presenting one's point of view?
- Is it for persuading the readers to accept one's points of view?

Answers to the above questions influences the type of choices the writer makes of the form s/he wants to adopt. It means that the writer has ***to choose the right manner*** to express her/his intent. For example, the writer may have used the narrative form when expository perhaps would have been more effective on a given topic, or, the writer may have in a casual manner expressed her/his feelings when perhaps a lyrical or a poetic way would have given a lot of

pleasure to the readers. Thus, the writer has to choose the appropriate form of writing so as to decide on the different genres: drama, poetry, prose, fiction, short story etc., depending upon the intent and readers' needs and expectations.

Each form has a unique structure and it is important to know the distinctions between them. Let us look at some of them. We have already covered some of these in the earlier units. While this might appear repetitive but the additional details will help you to further revise and practice.

Descriptive Writing

Descriptive writing involves description of people, places, objects, or events using appropriate details. An effective description usually contains sufficient and varied elaboration of details which are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes. These paint a picture in the minds of the readers so that they become an integral part of the visual process. Word pictures created makes the writing more interesting, easier to understand and contributes and supports the topic the writer is describing. Use of these details also paint pictures of feelings and emotions.

How can you write an effective description? Some cues are given below which could be useful to you.

- Establish the intent, that is, how does one want the reader to feel?
- Choose 2 or 3 details to help create the atmosphere one wishes them to experience.
- Show! Don't Tell! this can be done by replacing linking verbs (is, are, were) with action verbs.
- Using figurative language such as analogies, similes, metaphors to make real, but powerful comparisons.
- Choosing precise language, noting sensory details.
- Using specific adjectives, nouns and strong action words to give life to the picture instead of general adjectives, nouns and passive verbs.
- Descriptive writing is well organized based on the foundation of chronology, (time), space (location) and prioritization.

Example of descriptive writing

In the following paragraph, observe how the writer moves clearly from a description of the head of the clown (in sentences two, three, and four), to the body (sentences five, six, seven, and eight), to the unicycle underneath (sentence nine). Notice also how the concluding sentence helps to tie the paragraph together by emphasizing the personal value of this gift.

A Friendly Clown

On one corner of my dresser sits a smiling toy clown on a tiny unicycle – a gift I received last Christmas from a close friend. The clown's short yellow hair, made of yarn, covers its ears but is parted above the eyes. The blue eyes are outlined in black

with thin, dark lashes flowing from the brows. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is red. The two colors merge in a dark line that runs down the center of the small outfit. Surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the center and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. The clown and unicycle together stand about a foot high. As a cherished gift from my good friend Tran, this colorful figure greets me with a smile every time I enter my room.

Source: grammar.about.com/od/developing_paragraphs/a/samdescpors.htm

Expository Writing

Exposition refers to an act of explaining something or making clear. The aim of the writer in expository writing is not primarily to narrate or describe; it is mainly to explain – facts, ideas or beliefs. The writer has to assume that the reader has no prior knowledge of the topic being described. Hence, every little detail has to be written. This type of writing is distinct in terms of purpose, design and function of language.

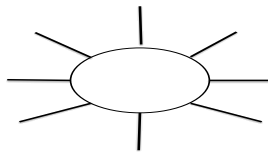
Techniques which can be used in writing expository texts are:

- explanation of a process
- use of examples
- reasons in support of a statement
- comparison and contrast
- classification
- restatement
- definition
- analogy
- cause and effect
- analysis

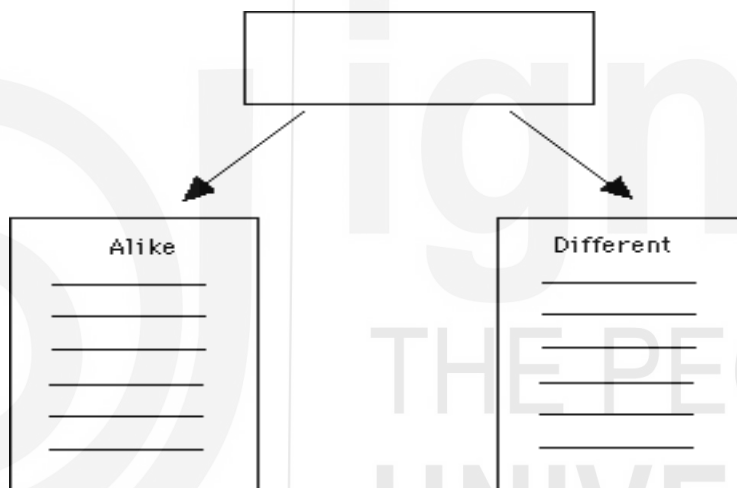
Expository writing involves different organizational patterns some of which are graphically presented below. Look at an example of a text followed by the graphic.

Description

The Olympic symbol consists of five interlocking rings. The rings represent the five continents – Africa, Asia, Europe, North America and South America from where athletes compete in the various events. The rings are coloured, red, black, yellow, blue and green. At least one of these colours is found in the flag of the countries whose athletes come to participate in the games.

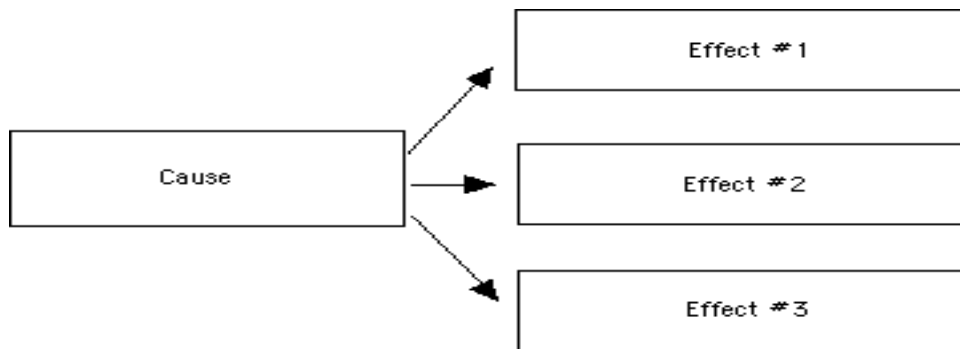


The modern Olympics is unlike the ancient Olympic games. Individual events are different. While there were no swimming races in the ancient games, there were chariot races. No female athletes competed in the games while all athletes were males. Of course, the ancient and the modern Olympics are also alike in many ways. Some events like the javelin and discus throw are the same. Today, people are of the opinion that cheating, professionalism and nationalism in modern games are a disgrace to the Olympic tradition. However, in the times of the ancient Greeks cheating, professionalism and nationalism was also rampant. Human beings evidently haven't changed.



Cause and Effect

There are several reasons why so many people attend the Olympic Games or watch them on television. One reason is tradition. The name Olympics and the torch and flame remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's individual sacrifice and accomplishment. National pride is another reason an athlete's or a team's hard-earned victory becomes the nation's victory. There are national medal counts and people keep track of how many medals their country's athletes have won.



Problem and Solution

One problem with the modern Olympics is that it has become very big and expensive to operate. The city or country that hosts the games often loses a lot of money. Stadiums, pools and playing fields must be built for the athletic events; housing is needed for the athletes who come from all over the world. And all of these facilities are used for only 2 weeks! In 1984, Los Angeles solved these problems by charging a fee for companies who wanted to be the official sponsors of the games. Companies like McDonald's paid a lot of money to be a part of the Olympics. Many buildings that were already built in the Los Angeles area were also used. The Coliseum, where the 1932 games were held was used again and many colleges and universities in the area became playing and living sites.



One can thus see that expository writing along with its different organizational patterns are being used in our daily life. Usually any article from a book, magazine or newspaper is of an expository nature where the objective of the author is to inform the reader of the topic being written. You too have to submit assignments, which usually are of an expository nature. Let us now turn to Narrative writing.

Narrative writing

Narrative writing is an account of sequence of events, usually in a chronological order. It can take various forms including personal essays, biographical sketches and autobiographies in addition to short stories and plays. It can be used by highly imaginative scientists, scholars and historians. Many historians narrate historical events, bringing the past to the present for the benefit of the readers.

Narrative writing helps us to 'loosen up' and write naturally and creatively. But 'telling' a story is different from 'writing' a story. If the narrator forgets certain points, s/he can always add them later on, but in writing, the writer has to keep in mind the characters, theme, role played by each character, details of expressions, tone of voice etc. Most importantly, the flow of the story should be maintained while keeping the readers in mind. A completely developed

narrative fiction has a central theme that is introduced at the beginning, followed by its development, an eventful middle and a memorable end.

Adopting this form of writing, the author needs to bring to life his subject by using

- ‘Wh’ questions – who, what, where, when, why and how, which would make the basic story structure realistic and exciting.
- concrete vivid language to show readers what is happening.
- visual elements to involve readers.

Persuasive Writing

This type of writing is all about trying to convince the reader to change their opinions and sway them with logic, moral appeals, and emotional language. The author places an argument before the readers and then tries to convince them. It also involves convincing the readers to perform an action. Effective persuasion in the written form is accomplished through a combination of clearly expressed position that is supported by various examples and evidence. The elements that can build an effective persuasive paragraph are the following:

- establishing facts – to support an argument
- clarifying relevant values for the readers
- sequencing the facts and values
- forming and stating conclusions
- persuading readers that conclusions are based upon facts and shared values
- having the confidence to persuade

Strategies to write persuasive writing are:

1. Using repetition
2. Using metaphors, analogies, similes to relate writing to something that the reader can relate to, so that acceptance is immediate
3. Using a story or anecdote to make readers understand your point of view
4. Addressing objections
5. Quoting famous people
6. Using rhetorical questions
7. Using predictions or questions in conclusions so that readers’ thinking is activated

We would like to end this section by writing about ***argumentative writing*** as it bears similarity to persuasive writing. But there are distinct differences between the two, which are tabulated below:

	Persuasive	Argumentative
1	Objective – <ul style="list-style-type: none">• to ‘win’ the reader over to the author’s side	Objective – <ul style="list-style-type: none">• present a valid argument and allow the reader to adopt a position either to agree or

		disagree with the writer's position <ul style="list-style-type: none"> • accept it as another point of view which merits further thought and discussion
2	Only one side of the issue is presented/debated	Both side of the issue is presented – one to substantiate one's own position and the other to refute the opposing argument
3	In organization, basic essay format is followed	Statement is made, followed by claims and counter claims

Use of first person is not advisable, but use of statistics, expert quotations and other evidence can be used for supporting or for rebuttal.

The author thus has a repertoire of forms to choose from to express her/his intent. However, the point that definitely needs mentioning is that these forms are not 'water tight compartments' in which there is no space for other forms to mingle and integrate. Boundaries of these forms are porous, and a writer can *use an eclectic approach* to convey thoughts and ideas. For example, a writer may choose to write a narrative in which description of certain aspects highlights the entire sequence of events. The narrative mode thus forms an outline in which description becomes an integral component, each retaining its distinctiveness and identity.

4.4 LET US SUM UP

In this Unit you have been acquainted with different types of writing, their salient characteristics and formats. We have also made you aware of the different genres and forms of writing. Some of these we had already touched upon in earlier units. However we have added additional information in this Unit. We hope you will be able to use these insights to be better writers. Most of your student life and later life at the work place is dependent on your writing skills, so please take these units seriously and improve your writing skill.

4.5 SUGGESTED READINGS

Achar, D. et al. (2011) *English for Academic Purposes Book 1*, Choice Based Credit System Undergraduate Program, Foundation Course in English: Semester 1. Ahmedabad: Gujarat GranthNirman Board.

Freeman, S. (1977). *Written Communication in English*, Madras: Orient Longman.

Narayanswami, V.R., (1979) *Strengthen Your Writing (3rd Ed. 2005)*. Hyderabad: Orient Longman Private Limited.

Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

Internet resources:

i) <http://office.microsoft.com/en-us/help/HA010429671033.aspx>

ii) <http://www.101emailtippettips.com/>

iii) <http://iwillfollow.com/email.htm>

4.6 ANSWERS

Check Your Progress 1 Write the answers in your own words.

Check Your Progress 2 Write the answers in your own words.

Check Your Progress 3

1. Requesting permission to conduct a cultural fest, letter apologizing for misconduct, letter inviting chief guest for an event, thank you letters, and so on.

2. Dear Sir,

I wish to inform you that I will be unable to attend school for a few days as I am not well. I have a fever and the doctor says that it is a flu and has advised rest.

Please accept my leave of absence.

Yours Sincerely,
Suresh
Class 8A

3. Dear mom.....
Can you
In the hostel.....
At night.....
4. i-c, ii-d, iii-b, iv-c.