

Fast Revision

Elements of a paragraph:

1. The topic sentence:

- The topic

- The controlling idea

2. The supporting sentence

3. The concluding sentence

UNITY AND COHERENCE

Unity and Coherence ?

Paragraphs should have both **coherence** and **unity**. A paragraph with **unity** develops a single idea thoroughly and links it to the rest of the paper. Paragraph **coherence** is achieved when sentences are ordered in a logical manner and when clear transitions link sentences.



*PARAGRAPH
UNITY*

Unity as a definition:

Unity means the paragraph must follow **one idea** (**follow** and **develop** the same idea you presented in the topic sentence).

* A paragraph should be unified with only **one main idea** (supporting sentence **does not** open a new topic or idea).

Explanation:

If you are writing an essay about the **advantages** of different kinds of pain medications, you might have a paragraph about the advantages of taking aspirin. **Do not** discuss the disadvantages or another kind of medicine.

Unity

- Unity in a paragraph means that all the parts are related to a single key idea.
- In a paragraph that has unity, all sentences support the topic sentence. (Don't change topics in a paragraph!)



Unity

Example:

I live in an apartment with my family. We have two bedrooms and a living room. We have a garden and we have some flowers there. On weekdays I arrive home at five o'clock and I have lunch. Then I do my homework and go to bed. I had a computer but now it doesn't work. I have a brother and a sister and I think I am very lucky to live with them. Sometimes our relatives visit us. Our flat becomes very crowded sometimes but I like it.

Unity

- What details don't fit here (are not describing the house)?

I live in a flat with my family. We have two bedrooms and a living room. We have a garden and we have some flowers there. **In weekdays I arrive home at five o'clock and I have lunch. Then I do my homework and go to bed. I had a computer but now it doesn't work.** I have a brother and a sister and I think I am very lucky to live with them. Sometimes our relatives visit us. Our flat becomes very crowded sometimes but I like it.

What is Coherence ?

in order for paragraphs to be well structured they must also be coherent. for coherence in writing the sentences must **hold together** ; that is the movement from one sentence to the next must be logical and smooth, there must be no sudden jumps.

Here are **four** ways to achieve coherence:

1. Repeat key nouns.
2. Use consistent pronouns.
3. Use transition signals to link ideas.
4. Arrange your ideas in logical order.

1. Repetition of key nouns:

the easiest way to achieve coherence is to repeat key nouns.

Ex:

the health consequences of fear

when worry escalates, the result is **fear**. everyone has experienced **fear**. a swimming in a moderate skill might be afraid of a swift waters; a child might fear the dark. hiker will probably feel **fear** when hearing the distinctive warning of rattlesnake; a jogger might experience **fear** when confronted with an angry dog. **Fear** causes the heart to race, the head to spin the palms to sweat the knees to buckle, and the breathing to become labored. it's physical effects are such that the body cannot withstand it indefinitely.

Ex:

the health consequences of fear

when worry escalates, the result is **fear**. everyone has experienced **it**. a swimmer with a moderate skill might be afraid of a swift waters; a child might fear the dark. a hiker will probably feel **it** when hearing the distinctive warning of rattlesnake; a jogger might experience **it** when confronted with an angry dog. **It** causes the heart to race, the head to spin the palms to sweat the knees to buckle, and the breathing to become labored. its physical effects are such that the body cannot withstand it indefinitely.

* you should repeat a key noun instead of using a pronoun when the meaning is **unclear**

2. Consistent pronouns:

when you use pronouns, make sure that you use the same **person** and **number** throughout your paragraph. For example, **do not** change from **you** to **he** (change of person) or from **he** to **they** (change of number).

Notice the changes the writer makes for consistency.

(page 30).

The root of a word is ~~their~~^{its} most basic part. A prefix is another word part. Prefixes can be added to the beginning of words to change ~~its~~^{their} meaning. Students who know a few Latin and Greek roots and prefixes have an advantage over ~~a student~~^{students} who ~~does not~~^{do not} know them. They can often guess the meaning of new words. If, for example, ~~you~~^{students} know that the prefix *omni* means "all," ~~you~~^{they} have a better chance of guessing the meanings of words such as *omnibus*, *omnipresent*, and *omnidirectional*. Furthermore, ~~a student~~^{students} who ~~knows~~^{know} that the root *sci-* comes from *scire*, "to know," can guess that *omniscient* means "all-knowing."

3. Transition signals:

Another element of smooth and coherent paragraph is the use of transition signals. Transition signals can be **single word** as (**first**, **finally**, and **however**) or **phrases** such as (**in conclusion**, **on the other hand**, and **as a result**) there are different kinds of transitions signals such as **subordinators** (**when**, **although**), **coordinators** (**and**, **but**) , **adjectives** (**another**, **additional**), and **preposition** (**because of**, **in spite of**).

Transition signals are like traffic signs; they tell your reader when to go forward, turn around, slow down and stop. In other words, they tell your reader when you are presenting for example, **a similar idea** (**similarity**, **and**, **in addition**) **an opposite idea** (**on the other hand**, **but**, **in contrast**) **an example** (**for example**) **a result** (**therefore**, **as a result**) or **a conclusion** (**in conclusion**).

PARAGRAPH 1

One difference among the world's seas and oceans is that the salinity¹ varies in different climate zones. The Baltic Sea in northern Europe is only one-fourth as salty as the Red Sea in the Middle East. There are reasons for this. In warm climates, water evaporates² rapidly. The concentration³ of salt is greater. The surrounding land is dry and does not contribute much freshwater to dilute⁴ the salty seawater. In cold climate zones, water evaporates slowly. The runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

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PARAGRAPH 2

One difference among the world's seas and oceans is that the salinity varies in different climate zones. For example, the Baltic Sea in northern Europe is only one-fourth as saline as the Red Sea in the Middle East. There are two reasons for this. First of all, in warm climate zones, water evaporates rapidly; therefore, the concentration of salt is greater. Second, the surrounding land is dry; consequently, it does not contribute much freshwater to dilute the salty seawater. In cold climate zones, on the other hand, water evaporates slowly. Furthermore, the runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

Transition phrases and conjunctive adverbs

Most of transition phrases and conjunctive adverbs in the transition signals chart can appear **at the beginning**, **at the middle**, or **at the end** of an independent clause. They are usually set off by **commas**. **Independent clause** is a group of words that contains a subject and a verb and expresses a complete thought.

- **For example**, the Baltic Sea in northern Europe is only one-fourth as saline as the Red Sea in the Middle East.
- The runoff created by melting snow, **furthermore**, adds a considerable amount of freshwater to dilute the saline seawater.
- The Mediterranean Sea is more saline than the Red Sea, **however**.



Have a look on page 33

coordinators

This group of transition signals includes the **seven** coordinating conjunctions **and, but, so, or, nor, for,** and **yet.** and the **five** correlative conjunctions (paired) (**both... and**) (**not only... but also**) (**neither...nor**) (**either... or**) (**whether... or**).

*when coordinators connect two independent clauses use a **comma.**

Independent clause

Independent clause

- Children not only need love, **but** they also need discipline.

*when coordinators connect two words or phrases, **do not** use a comma.

- Children need **not only** love **but also** discipline.

subordinators

A subordinator (subordinating conjunction) is the first word in a dependent clause as you may remember a dependent clause is a group of words containing a subject and a verb that does not express a complete thought. a dependent clause always begins with a subordinator and must be connected to an independent clause to form a sentence. The sentence may or may not have a comma.

EX:

subordinator

dependent clause

independent clause

Although the company's sales increased last year,

it's net profit declined.

Other Signals

The transition signals in this group include nouns such as **example**, adjectives such as **additional**, prepositions such as **in addition to** verbs such as **cause** and adverbs such as **too**. There are no punctuation rules for this group but it is important to notice what kinds of words follow these signals.

- **additional** is an adjective, so it is followed by a noun

additional reason for the company's bankruptcy was the lack of competent management.

- **In addition to** is a preposition, so it is followed by a noun or noun phrase.

In addition to increased competition, the lack of competent management caused the company's bankruptcy.

- **Such as** is followed by a noun or noun phrase and no comma.

Vocabulary differences between American and British English include words **such as lorry / truck**.

4. LOGICAL ORDER

In addition to repeating key nouns and pronouns and using transition signals, a fourth way to achieve coherence is to arrange your sentences in some kind of logical order. Your choice of one kind of logical order over another will, of course, depend on your topic and your purpose. You may even combine two or more different types of logical order in the same paragraph.

***Some common kinds of logical order in English are:**

1. **Chronological order** is order by time—a sequence of events or steps in a process. (page 39) •

2. **a logical division of ideas**, a topic is divided into parts, and each part is discussed separately. (page 3)

3. **a comparison / contrast** paragraph, the similarities and/or differences between two or more items are discussed. (page 6).

Chapter 2

Unity

Coherence

Repetition of key nouns

Consistent pronouns

Transition signals

Logical order

Chronological order

a logical division of ideas

a comparison / contrast

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