**Lesson plan – Chapter 2 / Unity and coherence**

When a paragraph is unified, it is focused exclusively on one main idea (your controlling idea). Every supporting sentence must directly explain or prove the main idea. PPP – slide 2

When a paragraph is coherent, information flows logically, and readers can easily follow the writer’s ideas. PPP – slide 2

On page 23 in your textbook, you have a text about *Public Health Successes.* Read the text and notice how the writer stays on topic. Clear examples point out the successes. Also, notice the nice flow because of appropriate transition signals like *for example, however*…

PPP – slide 3: This is a text about *colors*. Read through it and find the sentences that are off topic. Look at the TS – what is the CI. Then move on to PPP – slide 4 - there you see the answer.

More about unity now. Page 24,25 in your textbook gives a clear description of unity – read the text. Do Practice 2,3 / p.25,26 for practice.

More about coherence now. Read the explanation on page 26. Again, coherence in writing means that the movement from one sentence to the next must be logical and smooth – no sudden jumps!

There are four ways to achieve **coherence** PPP – slide 5

1. **Repetition of key nouns**: page 27

Look at our *“Gold” paragraph* - PPP – slide 6,7: Repeating key nouns holds the text together. The reader is continuously reminded of the topic. You may find that strange since you have heard in school not to repeat words. This does not apply here! Compare the two paragraphs on page 27. Notice the difference. If you want more variety, use synonyms. Look on page 24, read the text, then do Practice 1. On page 29, you have a good example of key noun substitutes. Please read the text.

On page 28, Practice 4 A, you have a paragraph where you should replace the pronoun *it* with the key noun *English* (three times) to make the text more coherent. In Practice 4B, you should replace the subject pronouns (they, it) with the key noun *dolphin(s)* (four times, add adjective where you feel appropriate) to make the text more coherent.

1. **Consistent pronouns**: page 30 – PPP- slide 8

Look at PPP – slide 9: read the text and notice that the pronouns are not used consistently. Then move on to slide 10 where I point out the problem areas. How do you improve the text? Think of options. Then look at slide 11.

Do Practice 6 / p.30 (five errors)

1. **Transition signals**: page 31 – read the text after title

Transition signals are like traffic signs; they guide the reader from one idea to the next.

Do Practice 7: Do you notice the difference? Then read the explanation on page 32.

PPP – slide 12: transition signals can appear at the beginning, in the middle, or at the end of the sentence. Read the text on page 32 under the title *Transition Phrases and Conjunctive Adverbs.*

On page 33, you have a chart of common transition signals. On the left side of the chart, you see their function/meaning. You can use conjunctive adverbs, coordinating conjunctions, subordinating conjunctions, or other signals (in combination with nouns). The difference between these four is the punctuation when you add another sentence.

Look on page 34:

* Transition signals at the beginning of the sentence are usually set off by commas.
* Conjunctive adverbs connecting two independent clauses are used with semicolon and comma: independent clause; therefore, independent clause – look at the sentences.
* Coordinators connecting two independent sentences are used with commas.
* Subordinators make an independent clause dependent – cannot stand alone! Needs an independent clause to complete the sentence.

page 35: *Although the company’s sales increased last year* cannot stand alone! = dependent clause

If you start with the dependent clause, you need a comma.

Dear students, please take your time to digest the information on page 32,33,34,35!

Transition signals are essential in texts, so you need to be familiar with the usage and with the options. The chart on page 33 clearly presents the various options; page 34,35 clearly presents how to use punctuation. Let’s practice.

Practice 8 / p.36 Practice 9A / p.37 Practice 9B / p.38

One more thing: you need to be consistent in your use of transition signals: PPP – slide 13,14,15,16

PPP – slide 17: you read this paragraph before in your textbook. Can you think of appropriate transition signals? PPP – slide 18 gives you the answer key.

1. **Logical order**: page 40

A fourth way to achieve coherence is to arrange your sentences in some kind of order.

Three types are presented in the book – read the text on page 40 / PPP – slide 19

* chronological order
* logical division of ideas
* comparison/contrast

Do Practice 11 / p.40,41

1. **Syntactic patterning**

This is not mentioned in the book, but I would like to show you what is meant by syntactic patterning. Syntax has to do with word order. Using the same word order in sentences creates a nice unity and coherence in a text. This is very effective in literary works.

Look at PPP – slide 20,21,22: don’t be shocked about the content, stirs emotions.

Summary: PPP – slide 23

I hope you enjoyed the session.

!! Pick one of your topic sentences and think of good supporting detail/facts/examples... Clearly support your controlling idea in the TS. This is assignment 2 – upload your ideas. It does not have to be a polished paragraph; at this point, I am looking at convincing support, at convincing arguments.

!! You are now prepared to do the chapter quiz on moodle: Chapter 2 Test: due date week 5

Answer key:

Practice 2: Paragraph 1: TS first sentence / off topic: There have been several interesting ….with dwarfism. Many of …popular. Paragraph 2: TS first sentence / off topic: Some ancient….quite effective.

Practice 3: Topic sentences: Even when…a new culture. Although Americans…they are not. / off topic: Meals in the…be different. / Idioms…to understand.

Practice 1: These are just suggestions. A) 1.elimination / 2.important / 3.individuals / 4.illness // B) 1.hard / 2.difficulties / 3.started, began / 4.repeat, reproduce

Practice 4 A: Sentence 4 - …mail is written in English. Sentence 7 – diplomacy, English has displaced…Sentence 8 – Therefore, English is…

Practice 4 B: Sentence 5 – Furthermore, dolphins help…Sentence 7 – They push the sick dolphin…Sentence 8 – The other dolphins stay… Sentence 9 – Dolphins have also…

Practice 6: Sentence 2 – First of all, if they…., they must… Sentence 6 – This means that they have to be totally dedicated to their sport,… Sentence 7 – Being mentally strong also means that they…

Practice 7: For example, two reasons, First of all, therefore, Second, consequently, on the other hand, Furthermore

Practice 8: On the one hand, Indeed, For example, In addition, On the other hand, In fact, In another accident, As a result, Furthermore, ;however,

Practice 9 A: There is a mistake in sentence 1. There should be a comma after ; furthermore, 2) ; however, 3) ; therefore, 4) ; for example, 5) Therefore, 6) . As a result,

Practice 9 B: 1) Indeed/In fact, 2) Also, 3) For example, 4) Similarly, 5) Second, 6) third 7) In fact/Indeed 8) final and most convincing

Practice 11: Paragraph 1 / chronological order – transition signals for example, Next, After that, Finally, Paragraph 2 / comparison/contrast – transition signals The main difference, Unlike, on the other hand, Thus, Compared to Paragraph 3 / logical division of ideas – transition signals The first kind, A second kind, a third kind