

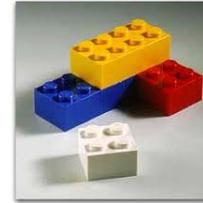
Effective sentence and paragraph structure to create good flow



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Cohesion



Coherence



Coherence

- Sayner, Winsconsin, is the snowmobile capital of the world. The buzzing of snowmobile engines fills the air, and their tanklike tracks crisscross the snow. The snow reminds me of Mum's mashed potato, covered with furrows I would draw with my fork. Her mashed potatoes usually made me sick-that's why I play with them. I like to make a big hole in the middle ..

(Williams, 2003)

Connecting ideas in a paragraph: Repeating ideas from a previous sentence

Example 1

On 5 April the Ministry issued a statement denying the accusations by the former Prime Minister. This angered several former MPs.

On 5 April the Ministry issued a statement denying the accusations by the former Prime Minister. This move angered several former MPs.

Sometimes the word *this* is not clear enough alone and you need to add a noun after it..

(Pakenham, 2001)

Connecting ideas in a paragraph: Repeating ideas from a previous sentence

Example 2

The government has decided to build a new factory on the west side of town. The decision has angered a lot of residents, who fear that the factory will destroy the beauty of their neighbourhood.

Here the writer uses *these* + the same noun that was used in the previous sentence

Example 3

According to new statistics from the government, unemployment has fallen in the last six months. These figures suggest that the economy is improving.

The noun *figures* is a synonym for the noun 'statistics' in the earlier sentence

(Pakenham, 2001)

Connecting ideas in a paragraph: Repeating ideas from a previous sentence

Example 4

On April 15, 1912, the Titanic, the largest passenger ship in the world at that time, sank in the North Atlantic. A total of 1,522 passengers and crew lost their lives. The disaster shocked the world.

Here the writer is again using **the + noun**, but the noun is a general word that describes something in the earlier sentence.

For things that happen

incident
event
situation
circumstances
development

For things that we do

action
move
reaction
behaviour
practice

For things that we think

idea
view
attitude

(Pakenham, 2001)

Cohesion

- Some astonishing questions about the nature of the universe have been raised by scientists studying black holes in space.
- **The collapse of a dead star into a point perhaps no larger than a marble creates a black hole.**
- **A black hole is created by the collapse of a dead star into a point perhaps no larger than a marble**
- So much matter compressed into so little volume changes the fabric of space around it ...(Williams, 2003)

Subject and topic-are they the same?

- It is difficult to follow your arguments
- In regard to the second part, we would like to propose further investigation
- It is likely that his scores will be higher than before
- Behaviour like this no-one could explain

(Williams, 2003)

Subject/topic

- In the next section of the review I will discuss the issue of responsibility.
- **This next section will outline responsibility terms**
- Some potential threats exist in the modern mass communications media, though there are many significant advantages.
- **Though modern mass communication offers many advantages, it also poses many threats**

Thinking about flow

- Flow
 - Familiar to unfamiliar, simple to complex
 - Is the topic of the sentence easily identifiable or is it distinct from the subject?
 - Are the topic words within the first 6-8 words?
 - Are the topic words of the paragraph closely related i.e they form a related set of concepts?
 - Give the paragraph a title, does it reflect the whole?

(Williams, 2003)

Example 1

Vegetation covers the earth, except for those areas continuously covered with ice or utterly scorched by continual heat. Rich fertilized plains and river valleys are places where plants grow most richly, but also at the edge of perpetual snow in high mountains. The ocean and its edges as well as in and around lakes and swamps are densely vegetated. The cracks of busy city sidewalks have plants in them as well as in seemingly barren cliffs. Before humans existed, the earth was covered with vegetation, and the earth will have vegetation long after evolutionary history swallows us up.

(Williams, 2003)

Example 1

- Except for those areas covered with ice or scorched by continual heat the earth is covered by **vegetation**. **Plants** grow most richly in fertilized plains and river valleys, but they also grow at the edge of perpetual snow in high mountains. **Dense vegetation** grows in the ocean and around its edges as well as in and around lakes and swamps. **Plants** grow in the cracks of busy city sidewalks as well as on seemingly barren cliffs. **Vegetation** will cover the earth long after we have been swallowed up by evolutionary history.

TASK
(Williams, 2003)

Example 2

In recent years, though researchers have made great strides in the early and accurate diagnosis of Alzheimer's disease, those better diagnoses have raised a new problem in regard to informing those at risk. Not too long ago, when a doctor examined an older patient who seemed out of touch with reality, she had to guess whether that person had Alzheimer's or was senile. In the past few years, however, doctors have been able to use new and more reliable tests focusing on genetic clues. But, in the accuracy of these new tests lies the risk of another kind of human tragedy: Doctors may be able to predict Alzheimer's long before its overt appearance, but such an early diagnosis could psychologically devastate an otherwise healthy person

(Williams, 2003)

Example 3

- When the **president** assumed office, he had two aims-the recovery of.....**He succeeded in the first** as testified by the drop in....**But he had less success with the second**, as indicated by our increased involvement....Nevertheless, the **American voter was pleased** by vast increases in the military...

(Williams, 2003)

Example 4

Readers look for the topics of sentences to tell them what a whole passage is "about." If **they** feel that its sequence of topics focuses on a limited set of related topics, then **they** will feel they are moving through that passage from a cumulatively coherent point of view. But if **topics** seem to shift randomly, then **readers** have to begin each sentence from no coherent point of view, and when that happens, **readers** feel dislocated, disoriented, and the **passage** seems out of focus

Example 5

In his paper on children's thinking, **Jones stressed** the importance of **language skills** in the ability of children to **solve problems**. **He showed that when** children improved their **language skills**, they improved their ability to solve **nonverbal problems**. **Jones believes** that they perform better **because** they used previously acquired **language habits** to articulate the **problems** and activate knowledge learned through **language**. **We** might therefore explore whether children could learn to **solve problems** better **if** they practiced how to formulate them

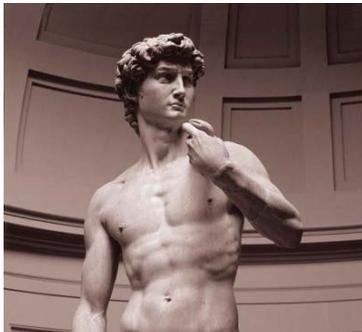
(Williams, 2003)

Example 6

- In the first phase of this study, **we examined** how Asian companies compete with American companies in the Pacific region. **We examine**, in particular, their labor costs and ability to introduce new products quickly. **We develop** from this study a plan that will show American industry how to restructure its facilities.

(Williams, 2003)

***The process of writing is like making a
sculpture
keep chipping away***



References

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- Swales, J.M, & Feak, C. B, (1994). *Academic writing for graduate students. A course for non-native speakers of English*. The University of Michigan Press
- Williams, J.M (2003). *Style-Ten lessons in clarity and grace*. Chicago: Longman