

# LESSON ONE-COHERENCE/ UNITY AND LOGICAL THINKING

## A)- COHERENCE

**Activity one: Revise the following sentences to improve coherence. Write C after each sentence that needs no revision.**

1. The car was advertised in last night's paper which is only two years old and is clean.
2. An official warned the hunter to carry a rifle in a car that was loaded.
3. Rachid said in the evening he would go.
4. Mr. Waters promised again to visit the newcomers.
5. You are, considering the whole affair, very fortunate.
6. Located on a mountain top, this made it an ideal place for a summer resort.
7. The Browns returned this morning from their vacation in the mountains on the bus.
8. To irrigate successfully, water must flow through carefully planned ditches.
9. After taking only a few steps, I discovered that I had forgotten my keys.
10. I agreed on the next day to help him.
11. Taking our seats, the game started.
12. To write well, good books must be read.
13. To run efficiently, proper oiling is needed.
14. Once made, you must execute the decision properly.
15. Before eating breakfast, the table had to be cleared.

## Activity:

1. What is coherence?

2. What is cohesion?

3. What is ambiguity?

## B)-UNITY AND LOGICAL THINKING:

Unity, coherence, emphasis, variety-these are fundamental qualities of effective prose.

- Unity and coherence in sentences help to make ideas logical and clear.
- Emphasis makes them forceful.
- Variety lends interest. All these are usually found in good writing.

A sentence is unified when all its parts contribute to one clear idea or impression. The ideal sentence is, of course, one with parts that form a perfect whole so that a clause, a phrase, or even a word cannot be changed without disturbing the clarity of thought or the focus of the impression.

1. Bring into the sentence only related thoughts; use two or more sentences for thoughts not closely related.

## Activity:

**Add words when necessary and rewrite each of the sentences to indicate clearly a relationship between ideas.**

1. The fence and barn need repairs, and why are property taxes so high?
2. Jones was told to hire a tutor in French immediately, but the long hours of work at a service station kept his grades low.
3. Birds migrate to the warmer countries in the fall and in summer get food by eating worms and insects which are a pest to the farmer.
4. There are many types of bores at social gatherings, but personally I prefer a quiet evening at home.
5. A telephone lineman who works during heavy storms can prove a hero, and cowards can be found in any walk of life.

2. Excessive detail, excessive subordination should not be allowed to obscure the central thought of the sentence. Bring into a sentence only pertinent details.

Activity 1: Recast the following sentences to eliminate excessive subordination or detail.

1. During the first period last Monday in Room 206 of the English building, we freshmen enjoyed discussing various dating codes.
2. When I was only four, living in a colonial house, little of which remains today, I often walked alone the two miles from my house to the lake.
3. Four cars of various designs and makes jammed together on the freeway, which was completed in 1961 at a cost of over a half million dollars.
4. The dilapidated boat, though seaworthy ten years ago but badly in need of repairs now, moved out into the bay.
5. At last I returned the book that I used for my report which I made Tuesday to the library.

**Activity 2. Revise the following sentences to eliminate mixed, obscure or illogical constructions.**

1. Friction is when one surface scrapes another.
- 2 .I would not take nothing for that experience.
3. To be discreet is where a person carefully avoids saying or doing something wrong.
4. When a man needs glasses causes him to make mistakes.

**Activity 3: Be prepared to contribute to a class discussion of the faulty reasoning in the sentences below:**

1. Everybody goes to Florida in the Winter.
2. Breaking a mirror will bring on seven years of bad luck
3. Do not vote for my opponent as mayor; his parents were not born in America.
4. Young people today do not obey their parents.
- 5 .Joseph will be a good class president because all his classmates like him.
6. Of course the other car was at fault: the driver was a woman.
7. I always buy these razor blades because all the baseball players use them.

**The End of Lesson One**

## Review of Spelling and Unity/ Logical Thinking

### Activity 1: Correct the following passages using the correcting symbols

1. -In the classroom, there is an interaction between teachers and learners, and those learners are defferent from one another, here it comes the teacher turn to combine between those deffrences to make the lessons clear to each one of them, so how can the teacher be and effective one?
2. Learners are not all the same. There are huge differences between them, in the mental skills for exemple. There is some learners are montally competent they quickly get information even in in their first lang. so here we can notice that learner's Cannot achieve the same degree of knowledge because of this aspect. and this could be subdivided into aspects like the age,situation...the motre you are older the more you mantel grew.
3. Language has a multiple properties; potential multimedia, Arbiteraness, discretness, productivity and displacement language that help to create infinite sentences to communicate about everything.
- 4.We live in diverse world full of defferences; this world which combines different languages,in which language plays a prominent role, since it difine who we are because it is one of the important element of our identity. language is a mean and system of communication, language difine who are the speaker when he starts to speak.
- 5.Language is a purely human , it differs totally from animal language.some characteristics of language are.first it is duals complex,second ,it is not limited and it changed according to persons use,also it is acquired.Finally,it is versatile.



## Activity 2: correct the spelling mistakes

Epistemology:...descriptive:.....experement:.....grap  
attention;.....purpoces:.....evidances:.....  
Interaction:.....differances:.....verble:.....to  
rich:.....consice:.....breifly:.....concret:.....de  
veloppes:.....creats:.....effectivly:.....second  
ery:.....darck:.....writing:.....interesting:.....arti  
cals:.....together:.....  
theoretical:.....subdevided:.....mantely:.....throught:.....int  
eligent:.....claimes:.....

**Activity Three: 1. Can you add the correct ending (ary, -ery, or ory?)**

Arch.....bound.....custom.....

direct.....

Element.....fact.....gran.....honor.....

Invent.....jewell.....

2. How do you spell the words indicated by these shortened forms?

4th .....

9th .....

12th .....

18th .....

21<sup>st</sup>.....

30th .....

44th .....

58th .....

67<sup>th</sup>.....

99<sup>th</sup>.....

3. The terminations –ety and –ity are sometimes confused. Use the correct ending to form a noun from each of these adjectives

Anxious

brutal

pious

agile

nice

Active

sober

docile

gay

extreme

4. Can you spell the new word formed when the suffix indicated in brackets is added?

Ache(-ing)

argue (-ment  
fy)

annul(-ment)

beauty(-

humour(-ous)

Pity(-ous)

rely(-able)

transfer(-ing)

use(-able)

waste(-ful)

The End of Lesson One