

“IMPROVING OURSELVES” WORKSHEET

NAME:..... MATRIC NO.: .....



DESCRIBING

The picture above shows a picturesque image of a mountain in Japan.

1. Mention three (3) things you can spot in this photo.
  - a. .
  - b. .
  - c. .

EXAMPLE:

- a. Ripple
- b. Branches
- c. Docks

**REFER TO:**  
**Conjunction**  
**Thesaurus**  
**Active/ Passive**  
**sentence**  
**WH-questions**  
**Adverb**  
**Adjective**  
**preposition**

2. Now, we are going to describe the things we have spotted in the photo.
  - a. Describe your items **INDIVIDUALLY** in one (1) sentence.  
(TIP – USE WH-QUESTIONS like WHAT, WHERE, WHY, HOW, WHO, WHEN, WHICH to help you develop your ideas.)
    - i. .
    - ii. .
    - iii. .

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EXAMPLE:

- a. I can see ripples (WHAT CAN I SEE?) in the water (WHERE CAN I SEE IT?).
  - b. I can see branches (WHAT CAN I SEE?) in the picture (WHERE CAN I SEE IT?).
  - c. I can see a dock (Which WH-Question is this?) at the water’s edge (Which WH-Question is this?).
- b. Describe your items together in one (1) sentence
- i. .

EXAMPLE:

- a. I can see ripples in the water **and** I can see branches in the picture **and** I can see a dock at the water’s edge.
  - c. Now, we are going to improve our EARLIER descriptions with new vocabulary and different sentence structures.
- i. Describe your INDIVIDUAL SENTENCES differently
- 1. .
  - 2. .
  - 3. .

EXAMPLE:

- 1. I can see ripples in the **sea**.
  - 2. I **am able** to **spot** branches **of a tree** in the **photo**.
  - 3. **At the edge of the water**, a dock **for ships** is **visible**.
- ii. Describe your sentences together in one (1) sentence.

(TIP – Start using more adjectives, adverbs and various sentence structure to improve the clarity of your sentences.)  
(TIP - REMEMBER WH-QUESTIONS!)

- 1. .

EXAMPLE

- 1. I can see ripples in the sea **as well as** branches of a tree in the photo. **Also**, near the edge of the sea, a ship’s dock is clearly visible.
- iii. Let’s try something different now. Let’s try making our sentences a bit more complex.

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(TIP – Complex sentences are complex because of their structure, not because of COMPLICATED VOCABULARY)

1. .

EXAMPLE:

1. The photo has **numerous images** within it. From observing the photo, three specific images stand out over the rest, namely the sea’s ripples, the Sakura tree’s branches as well as the docking bay for local ships.

TRY IT YOURSELF:

1. FIND A PHOTO.
2. DESCRIBE THE PHOTO WITH SIMPLE SENTENCES.
3. THEN, USE YOUR SIMPLE SENTENCES AND MODIFY THEM TO BECOME COMPOUND SENTENCES.
4. AFTER THAT, TURN YOUR COMPOUND SENTENCES INTO COMPLEX SENTENCES.

TIPS:

1. REFER TO THE WEBSITES I’VE GIVEN.
2. REMEMBER THE **FORMAT**.
3. READ MORE INTERESTING ARTICLES. THE MORE YOU READ, THE MORE YOU REMEMBER, WHICH MEANS THE MORE INFORMATION YOU CAN USE, IN SYAA ALLAH.

# This is a topic for you to try out.

This is what you should do:

1. Write three (3) sentences for INTRODUCTION.
2. Write four (4) sentences for BOTH BODIES.
3. Write three (3) sentences for CONCLUSION.
4. Try new vocabulary related to the topic and its KEYWORDS
5. When you have completed the table, REWRITE the sentences using new vocabulary.
6. To avoid REPETITION, use PRO-FORM (examples: it, they, those, their, and so on)

Japan is a country in Asia that is rich in culture. Argue.

COMPONENT	VOCABULARY/ GRAMMAR	SENTENCES
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INTRODUCTION		
BODY 1		
BODY 2		
CONCLUSION		

EXAMPLE:

This is a topic for you to try out.

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Japan is a country in Asia that is rich in culture. Argue.

COMPONENT	VOCABULARY/ GRAMMAR	SENTENCES
INTRODUCTION	Culture , heritage, And	Japan is an Asian country that is rich in culture and heritage.

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BODY 1		
BODY 2		
CONCLUSION		

**The following text is about the photo we’ve looked before. Take note of the highlighted and underlined words, and see whether you can use them or not.**

Mount Fuji (富士山, Fujisan), at 3776 meters, is Japan's **highest** mountain. It is not surprising that the nearly perfectly shaped volcano has been worshipped as a **sacred** mountain and experienced **big** popularity among artists and common people throughout the centuries.

Mount Fuji is an active volcano, which most recently erupted in 1708. It stands on the border between Yamanashi and Shizuoka Prefectures and can be seen from Tokyo and Yokohama on clear days.

Another easy way to view Mount Fuji is from the train on a trip between Tokyo and Osaka. If you take the shinkansen from Tokyo in direction of Nagoya, Kyoto and Osaka, the best view of the mountain can be enjoyed from around Shin-Fuji Station on the right hand side of the train, about 40-45 minutes into the journey.

Note however, that clouds and poor visibility often block the view of Mount Fuji, and you have to consider yourself lucky if you get a clear view of the mountain. Visibility tends to be better during the colder seasons of the year than in summer, and in the early morning and late evening hours than during the middle of the day.

If you want to enjoy Mount Fuji at a more leisurely pace and from a nice natural surrounding, you should head to the Fuji Five Lake (Fujigoko) region at the northern foot of the mountain, or to Hakone, a nearby hot spring resort. Mount Fuji is officially open for climbing during July and August via several routes. (adapted from <http://www.japan-guide.com/e/e2172.html>)

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Adapted from

[https://elt.oup.com/learning\\_resources/?cc=my&sellLanguage=en](https://elt.oup.com/learning_resources/?cc=my&sellLanguage=en)

### Practice exercise 1

Type the correct answer into the box using the words below.

**won't unless had would to be Which**

1. Connie said she.....arrive by 7 p.m. at the latest.
2. We can have the party in the garden,..... it rains.
3. The meeting ..... already finished by 5 o'clock.
4. I saw him at the beach when he was supposed ..... in the office!
5. You'll be finished by this afternoon, ..... you?
6. .... way did she go?

### Read and write 1

Find the mistake in each of the lines of text and circle it. Then, correct the mistake in the box.

1. **The British are famous for their loving of animals.**  
.....
2. **Some people say that they love their animals more than another people.**  
.....
3. **Newspapers are full of stories of old ladies whose leave all their money to their cats when they die.**  
.....
4. **But many of us would be lonely with our pets for company.**  
.....
5. **Many of us now live alone, so they like to come home to our animals.**  
.....
6. **I wouldn't be without my litter kittens, Domino and Lulu.**  
.....

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### Read and write 11

Find the mistake in each of the lines of text and circle it. Then, correct the mistake in the box.

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1. **My last holiday were to the island of Malta.**  
.....
2. **I had wanting to go there since I was a child.**  
.....
3. **The island is very beautifully and I had a wonderful time.**  
.....
4. **I spent most off my time swimming in the sea,**  
.....
5. **but I did take a boat trip to seeing the wildlife around the island.**  
.....
6. **Malta is a relaxing place which I would recommend to anything.**  
.....

adapted from <http://www.englishexercises.org/makeagame/viewgame.asp?id=8547>

## Adjectives or Adverbs

Study the rules:

Adjectives give more information about a **noun** (names, people, places and things)

Adverbs give more information about a **verb** (an action) an **adjective** (quality) or another **adverb** (intensity)

Peter **writes** beautifully

Mary is specially **careful** with children

Dr. Zu is a very **well** known Dentist

*Most adverbs are formed from an adjective:*

easy (-y) + ily	= easily	complete + ly	= completely	automatic + ally	=
automatically	horrible (-le) + ly	= horribly			
happy(-y) + ily	= happily	nice + ly	= nicely	romantic + ally	=
romantically	simple (-le) + ly	= simply			

*Some adverbs have the same form as an adjective:*

close, daily, early, fast, hard, high, late, right

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<b>Adjective</b>	<u>Susan</u> is fast	(tells the way she is)	She is fast	fast is an adjective
<b>Adverb</b>	Susan <u>runs</u> fast	(tells the way she runs)	She runs fast	fast is an adverb

Fill the gaps with the appropriate adjective or adverb:

1. Laila was playing ..... quiet/quietly
2. John speaks very ..... loud/loudly
3. Mary is a ..... careful/carefully driver
4. She gave us a ..... quick/quickly answer
5. Patrick was pleased and started to speak ..... happy/happily
6. I can't believe it! It started to snow ..... heavy/heavily.
7. We were ..... lucky/luckily to sell our apartment
8. I like her voice. It is so ..... beautiful/ beautifully
9. After the accident I started to drive..... slow/slowly
10. The test wasn't ..... easy/easily and we finished in the nick of the time

**Good & Well**

**Adjective - Good**

Martin is a **good** guitar player  
His English is very **good**  
Mario is a **good** painter

**Adverb - Well**

he plays the guitar **well**  
He Speaks English very **well**  
Mario paints **well**

Fill in the gaps with good and well where appropriate.

1. Peter is a ..... driver, he drives .....
2. Martha cooks very ..... She is a ..... cook.
3. Mr. Jones isn't a ..... teacher. He doesn't teach .....
4. Do you think Celine Dion is a ..... singer? Does she sing .....?
5. Ronaldo was a ..... soccer player. He used to play very .....

Adapted from <http://www.oestarapublishing.com/grammar/prepex.html>

**In this exercise, underline the prepositional phrase.**

1. Both of the trolls lived under the bridge.
2. Some of the elves refused to help Santa make the toys.
3. One of the dragon's eggs cracked!



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3. Two of the baby dragon's claws stuck through the shell.
4. Many of the ogres had blood dribbling down their chins.
5. Most of the knights who had come to slay the ogres had been devoured.
6. Either of the fairies could have been the one of evil repute.
7. None of the children had been switched at birth.
8. Most of the mothers hoped so, at least.
9. However, one of the babies had little wings.

---

**In this exercise, underline the prepositional phrases. Above the prepositional phrase write whether it is an adverb or an adjective. Below the prepositional phrase write what it modifies.**

adj. ....adv.

FOR INSTANCE: THE AIR *OF MAGIC* FILLED THE NIGHT *WITH BEAUTY*.

air.....night

1. The sorceress's bag of winds had been stolen by the sailor.
2. In the dark of the night the sailor sneaked away from the island.
3. The sailor opened the bag of winds.
4. One of the winds filled the sails.
5. Another of the winds blew open the sorceress's window.
6. A lamp of crystal fell and shattered, waking the sorceress.
7. The eyes of the sorceress's cat glowed red with anger.
8. The sorceress of unsurpassed kindness and power awoke.
9. The winds of the bag howled for the sorceress.
10. Most of the winds returned to sorceress.
11. The one remaining wind blew the sailor far from the island.

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**In this exercise, draw a line THROUGH the prepositional phrases; identify the subject; and identify the verb.**

For instance: The windows ~~of the room~~ slammed shut.

.....S.....V

1. A drawer of the bureau opened, and the winds folded themselves into the drawer.
2. The sorceress waved her hand, and all of the pieces of crystal reassembled into a lamp.
3. The cat with its burning eyes leaped onto the window sill and meowed.
4. "Yes," said the sorceress of the island, "let's go for a ride; the night is so beautiful."
5. The two of them exited the room.
6. Both of the magical creatures passed through the long corridors.
7. The two of them entered a vast chamber.
8. On the floor of the chamber lay a vast carpet.
9. On the other side of the room were french doors; these the sorceress unlocked.
10. "Which of you wants to ride me?"
11. In answer, the cat of gleaming, black fur jumped onto the carpet
12. The sorceress in her billowing gown also settled herself on the carpet.
- 13 "Both of you wish to go then?"
14. Neither the sorceress of the island nor the cat of burning eyes answered.
15. Taking this as a yes, the carpet of magic soared into the starry night
16. All of the stars brightened as the magic carpet flew past them.
17. Below the flying carpet, ships sailed on the sea.
18. The night of bright stars, pale moon, and glistening ocean waves was one of the most beautiful sorceress or cat had ever seen.

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## Conjunctions exercise

# Complete the following sentences using an appropriate subordinating conjunction.

1. People ran for shelter, ..... the storm broke out.

when

as

because

2. The audience left the hall ..... the performance was over. (time)

when

as

since

3. Go ..... you like. (place)

where

there

Either could be used here

4. The accident occurred ..... the four roads meet. (place)

where

there

when

5. The train cannot start ..... the signal is given.

when

after

before

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6. His wife fainted ..... she heard the news. (time)

when

as

while

7. We eat ..... we may live.

that

so

such that

8. He wore a coat ..... that he may not catch cold.

such that

so that

in order that

Either 'so that' or 'in order that'

9. .... I finish this book, I will begin another.

no sooner

as soon as

hardly

10. I wouldn't do it ..... it were possible.

if

even if

even though

11. He looks ..... he were on the brink of a nervous breakdown.

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as if

as though

even though

Either 'as if' or 'as though'

## Answers

1. People ran for shelter, **when** the storm broke out.
2. The audience left the hall **when** the performance was over.
3. Go **where** you like.
4. The accident occurred **where** the four roads meet.
5. The train cannot start **before** the signal is given.
6. His wife fainted **when** she heard the news.
7. We eat **that** we may live.
8. He wore a coat **so that / in order that** he may not catch cold.
9. **As soon as** I finish this book, I will begin another.
10. I wouldn't do it **even if** it were possible.
11. He looks **as if / as though** he were on the brink of a nervous breakdown.

# Complete the following sentences using an appropriate conjunction.

1. .... somewhat pompous, he was an entertaining companion.

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- a) Although
- b) Though
- c) As

2. He is ..... a knave nor a fool.

- a) either
- b) neither

3. He sells mangoes ..... oranges.

- a) and
- b) but
- c) or

4. .... there is life, there is hope.

- a) While
- b) That

5. He told me ..... he would leave tomorrow.

- a) that
- b) what

6. .... cannot be cured must be endured.

- a) That
- b) What
- c) Either could be used here

7. We love him ..... he is faithful.

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- a) because
- b) for
- c) Either could be used here

8. We decided to set out ..... it was late.

- a) though
- b) although
- c) Either could be used here

9. The sheep ..... the oxen are grazing.

- a) and
- b) as well as
- c) Either could be used here

10. She is older ..... she looks.

- a) than
- b) then

## Answers

1. **Though** somewhat pompous, he was an entertaining companion.
2. He is **neither** a knave nor a fool.
3. He sells mangoes **and** oranges.
4. **While** there is life, there is hope.
5. He told me **that** he would leave tomorrow.
6. **What** cannot be cured must be endured.

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7. We love him **for/because** he is faithful.

8. We decided to set out **though/although** it was late.

9. The sheep **and / as well as** the oxen are grazing.

10. She is older **than** she looks.

# We can use **if** to combine two clauses. Study the example given below.

- I drop this glass. It will break.
- If I **drop** this glass, it **will break**.

The sentence given above is an example of a **Type 1 conditional sentence**. It refers to a real and possible situation.

In this case, we use a **simple present tense** in the **if-clause** and **will + infinitive** in the main clause.

**Type 2 conditional sentences** are used to talk about situations that are unlikely to occur.

- I **would buy** a home if I **won** the lottery.

In type 2 conditional sentences, we use a simple past tense in the if-clause and would + infinitive in the main clause.

Type 3 conditional sentences are used to talk about imaginary situations.

- He did not invite her. She didn't come.

Now let's imagine what would happen if he invited her.

- She **would have come** if he **had invited** her.



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The sentence given above is an example of a type 3 conditional sentence. In a type 3 conditional sentence, we use **would have + past participle** in the main clause and a **past perfect tense** in the if-clause.

In **Zero conditional sentences**, we use a present tense in both clauses. These refer to situations that are always true.

**Combine the following sentences using if.**

1. He wants to pass the test. He has to work harder.
2. You may meet him. Then please ask him to come over here.
3. You should work hard. Then you will get good marks.
4. You have to invite her. She will come.
5. Obey the rules. Otherwise, you will be persecuted.

### **Answers**

1. If he **wants** to pass the test, he **has** to work harder.
2. If you **meet** him, **ask** him to come over here.
3. If you **work** hard, you **will get** good marks.
4. If you **invite** her, she **will come**.
5. If you **do not obey** the rules, you **will be** persecuted.

## **Mixed constructions**

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A sentence must have two parts – **the subject** and **the predicate**.

The subject is what the sentence is about and the predicate is what we are going to say about the subject.

If the sentence is to make complete sense, we have to put the two parts together in reasonable ways.

## Problems with the adverb clause

When we write a sentence the subject normally goes at the beginning. Of course, there are exceptions to this rule.

Consider the following sentence.

- Sweet are **the uses of adversity**.

Here the real subject ‘the uses of adversity’ goes at the end of the sentence which begins with an adjective. But as we have already said, this is an exception rather than the rule and we most often begin simple sentences with subjects.

A simple sentence has just one clause. **A complex sentence**, on the other hand, may have two or more clauses (one independent clause and one or more subordinate clauses).

A complex sentence can begin with a **subordinate adverb clause**.

But note that an adverb clause can’t act as a noun; it can’t be a subject. It can merely modify a verb, an adjective or another adverb in the main clause.

**A prepositional phrase**, too, cannot act as the subject of an independent clause. It can begin a sentence, but it can’t act as the subject.

Study the examples given below.

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- Incorrect: In his attempt to win the election broke several rules about pre-poll publicity.
- Correct: In his attempt to win the election, the candidate broke several rules about pre-poll publicity.
- Correct: The candidate’s attempt to win the election broke several rules about pre-poll publicity.

In the incorrect sentence given above, a prepositional phrase was used in the place of a subject.

A clause needs just one subject, but sometimes we incorrectly write sentences which actually have two subjects in a situation that calls for just one.

- Incorrect: The new automated answering machine we began to use it in the fall.
- Correct: We began to use the new automated answering machine in the fall.

## Rules for writing numbers

FEBRUARY 10, 2014 -  PDF

While writing numbers, sometimes we use figures or digits and sometimes we write out the number in words. Here is a quick overview of the rules for writing numbers.

### Small numbers

Numbers smaller than ten should be spelled out.

Two birds were sitting on a branch. (NOT ‘2 birds were sitting on a branch.’)

Two-word numbers should be expressed in figures. Examples are: 24, 32, 56 etc.

I got only 35 marks in English. (More natural than I got only thirty-five marks in English.)

One-word numbers can be spelled out. Examples are: eleven, thirteen, twenty, thirty etc.

When writing large number we often use commas.

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There are 746,372 voters in this constituency.

The period is used as a decimal separator. Example: 10.5

The International Systems of Units (SI) does not recommend the use of commas or periods.

SI recommends that a space should be used to separate groups of three digits.

He earns \$1 500 000 a year.

You cannot begin a sentence with a numeral.

Write 'Twenty years ago...' (NOT 20 years ago...)

Sometimes you will have to change the structure of the sentence to remove the numeral from the beginning.

Write 'They sold 400,000 copies on the first day' instead of '400,000 copies were sold on the first day.'

Centuries should be spelled out.

In the nineteenth century

But some writers also use a combination of numbers and letters. Example: 19<sup>th</sup> century

### **Percentages**

In a less formal style, you can use the symbol %. In formal writing, you should spell the percentage out.

She got 96% marks. (Informal)

She got 96 percent marks. (Formal)

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# The rules of capitalization

MARCH 6, 2014 -  PDF

The rules of **capitalization** in English can be quite confusing. Most students understand that they should begin a sentence with a capital letter. They also understand that proper nouns (e.g. Mark, Mary) should be capitalized.

However, the most common mistakes occur with national adjectives and the names of languages.

If you find the rules of capitalization confusing, this article will be helpful to you.

- Capitalize 'I'
- Capitalize the names of countries. Examples: Japan, America, Russia
- Capitalize national nouns and adjectives. Examples: Chinese, Russian, French, British
- Capitalize the first letter of the first word in a sentence or question.
- Capitalize proper nouns (i.e. the names of people). Examples: John, Mary, Annie
- Do not capitalize common nouns. Examples: boy, tree, flower, butterfly
- Capitalize the names of institutions, organizations etc.
- Capitalize the names of festivals. Examples: Id, Diwali, Easter, Christmas

Study the examples given below.

He went to **university**.

University is a common noun and hence we do not capitalize it.

He went to **Oxford University**. (NOT He went to oxford university.)

The names of universities, organizations, institutions, mountains, deserts and rivers are capitalized. Note that when you write the name of a university or an organization, all words in the name begin with capital letters.

Examples

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British Broadcasting Corporation (NOT British broadcasting corporation)

United Nations Organization (NOT United nations organization)

## Notes

In British English, the article 'the' is not normally used before the names of universities, public buildings or organizations. However, in American English, 'the' is more often used in such cases.

He studied at **the Harvard University**. (US)

Correct the mistakes in the following sentences.

1. He introduced me to mary, his wife.
2. I don't understand french, but I can speak a little spanish.
3. They went skiing in the alps.
4. She bought a new Car for her birthday.
5. Peter comes from new england.

## Answers

1. He introduced me to **Mary**, his wife.
2. I don't understand **French**, but I can speak a little **Spanish**.
3. They went skiing in the **Alps**.
4. She bought a new **car** for her birthday.

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5. Peter comes from **New England**.

## Rules of parallelism

JANUARY 28, 2014 -  PDF

Unskillful writers do not always follow the rules of **parallelism**. They are worried that if they repeat clauses and phrases of the same kind, their writing will be monotonous. That is not true. Of course, you are not supposed to fill your paragraphs with the same kind of sentence patterns. You must still strive to ensure that structures used within the sentence are parallel in structure.

So, for example, if you are creating a list, make sure that all items in the list have the same grammatical property. You can't create a list consisting of nouns and adjectives. You have to choose either adjectives or nouns.

Incorrect: I like Cathie because she is beautiful, kind and intelligence. (Here we use two adjectives and one noun.)

Correct: I like Cathie because she is beautiful, kind and intelligent. (Here we use three adjectives.)

Correct: I admire Cathie for her beauty, intelligence and kindness. (Here we use three nouns.)

Incorrect: Formerly, science subjects were taught by the textbook method, while now the laboratory method is used.

Correct: Formerly, science subjects were taught by the textbook method; now they are taught by the laboratory method.

By this principle, if an article or a preposition applies to all the items in a list, it should be used only before the first item. Or you can repeat it before each item.

Incorrect: The robin sings in summer, winter, spring and in autumn.

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Correct: The robin sings in summer, winter, spring and autumn.

Correct: The robin sings in summer, in winter, in spring and in autumn.

## Repetition of keywords and phrases

JANUARY 27, 2014 -  PDF

By repeating keywords and phrases, you can create a powerful cohesive effect. Be careful, though; too much repetition can create a ludicrous effect.

Of course, repetition isn't desirable. However, if it is used correctly, it will make your prose more interesting. The key is finding that word or phrase that is crucial for the reader's comprehension of the passage. By repeating this word / phrase, you can leave a powerful impact on the reader. Just make sure that you do not overdo it.

Read the sentence given below. It is a quote from Abraham Lincoln.

*'You can fool some of the people all of the time, and all of the people some of the time, but you cannot fool all of the people all of the time.'*

This sentence is a classic example of the power of repetition.

Repetition can be employed to connect both sentences and paragraphs.

## Pronoun reference

Pronouns avoid the repetition of ideas. They connect ideas because they almost always refer to a noun or noun phrase in the previous sentence.

You can use a pronoun to refer to a noun. The pronouns **this**, **that**, **these** and **those** can be used to refer to entire sentences.

Make sure that all pronouns have clear references. This is necessary to avoid ambiguity.



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## Parallelism

Parallelism is the deliberate repetition of phrases or even clauses of the same kind. This is a powerful technique. Inexperienced writers often assume that they cannot repeat the same phrase or clause structures. But that is a wrong assumption. Parallelism within the sentence is highly desirable.

Vary the sentence patterns. For example, you should consider writing a compound sentence after a complex sentence or simple sentence. You should use different types of linking words. All of these techniques add variety to your writing. You must still ensure that every sentence you write has a parallel structure.

## Coherence and transitions

JANUARY 26, 2014 -  PDF

You may have the most convincing ideas in the world. You might have even managed to express them in the most beautiful sentences. However, if these ideas are not properly connected, you will not be able to produce the desired results. Readers should be able to move from one thought to another.

This wouldn't be possible if you do not use enough connecting devices.

When you provide transitions between ideas, your reader will have no difficulty getting the point.

You can provide transitions between ideas using four techniques: You can, for example, use **transitional adverbs**; you can repeat keywords or phrases or you can use pronoun reference or parallel form.

## Using transitional tags

The most common transitional tags are of course the little conjunctions – **and, or, nor, but, so, yet and for**. Transitional adverbs are not so simple. Examples are: **however, nonetheless, therefore, however, on the other hand** etc.

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The use of the conjunctions **and** and **but** come naturally to most writers.

However, the question whether you can begin a sentence with a conjunction may still arise. Of course, the initial conjunction is a sign that the sentence should have been connected to the previous sentence. However, in many cases, the initial conjunction is a powerful device that calls attention to the sentence. If that is what you want, then you don't have to connect the two clauses. However, if you begin every one of your sentences with a conjunction, the result can be disastrous.

Here is a list of common transitional adverbs.

## Addition

Also, again, and, and then, equally important, besides, first, further, in addition, furthermore, finally, last, in the first place, next, second, too

## Comparison

Also, similarly, likewise, in the same way

## Concession

Of course, naturally, granted,

## Contrast

Although, at the same time, yet, and yet, but at the same time, even so, despite that, even though, however, for all that, in contrast, instead, in spite of, nevertheless, notwithstanding, on the other hand, on the contrary, otherwise, still, regardless, though, yet.

Each set of words is a jumbled sentence with **one** extra word. The sentences make up a letter of complaint. Rearrange each set of words to form a sentence, adding any punctuation necessary. In each sentence there is an unused word. Identify each of the unused words.

1. writing system telephone am to I about banking your and complain

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Extra word: \_\_\_\_\_

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2. I tried four details this week to system access feel to account my times have use the

Extra word: \_\_\_\_\_

3. crashed on I the system been that each informed this computer has have occasion

Extra word: \_\_\_\_\_

4. branch day person unable to working I a am I bank my as during the visit

Extra word: \_\_\_\_\_

5. I access do addition service have so internet use cannot great the to in your not online

Extra word: \_\_\_\_\_

6. advertise use convenient have telephone you as to banking your service and easy

Extra word: \_\_\_\_\_

7. afraid not of work evidence have I features seen am I either yet these of

Extra word: \_\_\_\_\_

8. grateful will problems I as would that be soon finished for have I described an the possible as assurance out be sorted

Extra word: \_\_\_\_\_

Can you make one last sentence from all the extra words?

\_\_\_\_\_

Put these words in the right order to make clear sentences. You might want to cut out the words and move them around to find the right order.

important words. It is the best very order of to find

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the sentence You need as possible the reader. to make  
as clear for

to hold down. your head sentence You the whole before  
be able in should writing it

head, the sentence If hold too long you in your can't it is

of the most Fluency in important skills is one in writing  
sentence construction

to be they are Words in need the best. until juggled order

be the sentence In this can easily understood way most

the best takes words. practice It to find order of plenty of

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_