

SENTENCE-LEVEL WORK

SENTENCES NEED ORDER

Imagine someone tells you:

- Finally, put the cake in the oven.
- But they have not told you:
- Mix the ingredients.
- Add the eggs.
- Pour the mixture into the pan.

The instructions would be confusing.

Good writing is not just about writing correct sentences.

Your sentences must also be in an order that makes sense.

Four ways of organising information:

1. PROCEDURE

What happens first, next and last?

A procedure explains **how to do something**.

It follows a logical sequence.

FIRST → NEXT → THEN → FINALLY

Example: Instructions

HOW TO MAKE A SANDWICH:

First, place two slices of bread on a plate.

Next, spread butter and filling onto one slice.

Then, place another slice of bread on top.

Finally, cut the sandwich into two pieces.

Sequencing words

Beginning:

first

firstly

initially

to begin with

Middle:

next

then

afterwards

after that

Ending:

finally

lastly

Eventually

Sequencing words help your reader follow the order.

COMMON MISTAKE

Imagine these instructions:

Finally, switch on the computer.

First, connect the computer to the electricity.

Next, press the power button.

The information is correct, but the order is wrong.

Remember:

FIRST → NEXT → THEN → FINALLY

2. SPATIAL ORDER

Spatial means **related to space or position**.

When you describe a place, room or scene, organise your description according to where things are.

For example:

LEFT → CENTRE → RIGHT

or

FRONT → MIDDLE → BACK

or

TOP → BOTTOM

or

OUTSIDE → INSIDE

DESCRIBING A CLASSROOM

At the front of the classroom is the teacher's desk.

Behind the desk is the whiteboard.

In the centre of the room are rows of desks.

On the right-hand side is a bookshelf.

At the back of the classroom is the door.

Notice that we are moving around the room.

We are not jumping randomly from one object to another.

USE POSITIONAL WORDS

LOCATION WORDS:

above/below/beside/next to/behind/in front of/between/near/opposite/on the left/on the right/in the centre/at the back

❖ These words help your reader create a picture in their mind.

WEAK VS STRONG

WEAK:

There is a desk. There is a window. There is a cupboard. There is a board.

The reader receives information, but there is no clear movement.

STRONGER:

At the front of the classroom is a large whiteboard. On the left are two windows, while a cupboard stands against the wall on the right. Rows of desks fill the centre of the room.

Much clearer!

3. ORDER OF IMPORTANCE

Sometimes information needs to be arranged according to how important it is.

MOST IMPORTANT → LEAST IMPORTANT

Or

LEAST IMPORTANT → MOST IMPORTANT

Both can be correct.

The important thing is to make your choice clear.

EXAMPLE:

You are explaining why learners should read every day.

Ideas:

- Reading can improve vocabulary.
- Reading can improve comprehension.
- Reading can develop critical thinking.
- Reading can help learners perform better academically.

We can organise these from general benefits to the most important overall benefit.

Reading can be enjoyable and relaxing. It also introduces learners to new vocabulary. Furthermore, regular reading improves comprehension skills. Most importantly, strong reading skills can improve learners' overall academic performance.

Notice:

MOST IMPORTANT

Most importantly...

This signals that the writer is giving the strongest point.

SIGNAL WORDS

To show importance:

most importantly
above all
the main reason
the most significant
particularly important
more importantly

To add less important information:

also
in addition
another reason
furthermore

IMPORTANT:

Order of importance does **not** mean:

The first idea is always the most important.

You decide how you want to organise your ideas.

What matters is that:

YOUR IDEAS FOLLOW A CLEAR LOGICAL ORDER.

4. THE CONCLUDING PARAGRAPH

- A conclusion is the **final part of your writing**.
- It brings your ideas together and gives the reader a sense that the writing has come to an end.
- A conclusion should NOT suddenly introduce a completely new idea.

AVOID THIS:

Your paragraph is about the benefits of reading.

You have discussed:

vocabulary;

comprehension;

imagination;

academic performance.

Then your conclusion says:

Reading is important. Schools should also have better sports facilities.

What happened?

The writer suddenly introduced a new topic.

Do not introduce a completely new idea.

WHAT SHOULD A CONCLUSION DO?

1. SUMMARISE

Briefly remind the reader of the main ideas.

2. GIVE A FINAL THOUGHT

Leave the reader with something to think about.

3. MAKE A RECOMMENDATION

Suggest what should happen.

4. REINFORCE THE MAIN IDEA

Emphasise the central message.

Example:

TOPIC:

Why is reading important?

Body ideas:

improves vocabulary;

improves comprehension;

develops imagination;

helps learners academically.

WEAK CONCLUSION:

In conclusion, reading is important.

STRONGER CONCLUSION:

In conclusion, regular reading improves vocabulary, comprehension and imagination, while also helping learners perform better at school. **For this reason, every learner should make reading part of their daily routine.**

This conclusion:

- ☐ Summarises
- ☐ reinforces the main idea
- ☐ gives a recommendation

CONCLUSION STARTERS

To summarise:

In conclusion...

To conclude...

In summary...

Overall...

To reinforce:

Therefore...

For this reason...

As a result...

To recommend:

Learners should...

It is important that...

We should all...

But remember:

Do not use a conclusion starter simply because it sounds formal.

Your conclusion must actually **conclude** the discussion.

BUILD A CONCLUSION:

TOPIC: Why should teenagers limit their screen time?

Body ideas:

- Too much screen time can reduce physical activity.
- It can interfere with sleep.
- It may affect concentration.
- Teenagers need a healthy balance between technology and other activities.

Step 1 – Summarise

Excessive screen time can affect physical activity, sleep and concentration.

Step 2 – Final thought

Teenagers therefore need to use technology responsibly.

Step 3 – Recommendation

They should balance screen time with exercise, studying and social activities.

Final conclusion:

In conclusion, excessive screen time can affect physical activity, sleep and concentration. Teenagers should therefore use technology responsibly and maintain a healthy balance between screen time and other activities.

REMEMBER THE FOUR ORDERS:

1. PROCEDURE

FIRST → NEXT → THEN → FINALLY

2. SPATIAL ORDER

MOVE LOGICALLY THROUGH A SPACE

3. ORDER OF IMPORTANCE

LEAST → MOST

or

MOST → LEAST

4. CONCLUSION

SUMMARISE → REINFORCE → FINISH

Before you submit your work:

Are my sentences in a logical order?

Can my reader follow my ideas?

Have I used linking words?

Have I avoided jumping between ideas?

Does my conclusion relate to my topic?

Have I avoided introducing a completely new idea?

Do not forget:

- Good writing is not a collection of sentences.
- It is a **collection of ideas that fit together**.
- Your reader should never have to ask:
- "Why did the writer suddenly say that?"
- Use order to guide your reader.
- **PLAN → ORDER → CONNECT → CONCLUDE**
- **When your ideas are organised, your writing becomes clearer, stronger and easier to understand.**

ACTIVITIES:

1. Your school is introducing a new recycling project. You need to write a clear, step-by-step set of instructions to put on a poster above the new recycling bins. The goal is to teach learners exactly how to sort their lunch waste before throwing it away.
2. A guest speaker is visiting your school for a Career Day presentation. They are currently standing at the **Main School Gate**. They need to get to the **Science Laboratory**, which is deep inside the school grounds. Write a clear paragraph directing them safely to their destination.
3. **Write a conclusion for the following extract:** The afternoon storm had completely darkened the school, turning the familiar hallways into a maze of deep shadows. Siphso had volunteered to go back to the top-floor science storage room to find the presentation charts left behind after the practical exam. Armed only with the fading light of his phone screen, he stepped into the room.