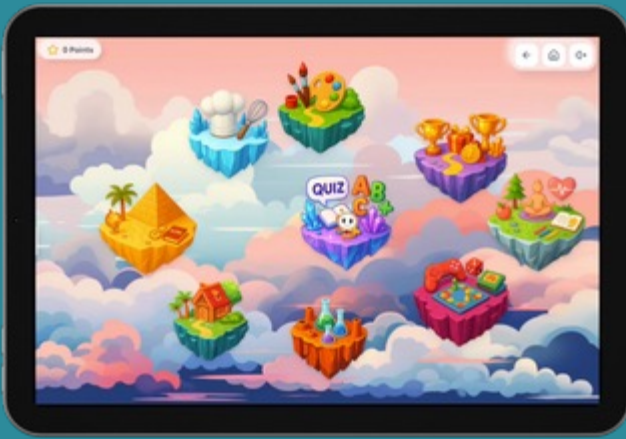


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Repetition and Word Associations - Year 6

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Cohesion at a Glance

Help every sentence belong.

PURPOSEFUL REPETITION

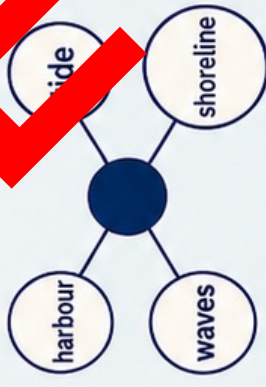


Repeat a key word or phrase when it strengthens continuity, emphasis or rhythm.

Example

The wind rose. The wind pushed at the shutters. The wind would not be ignored.

WORD ASSOCIATIONS



Link ideas with words from the same topic or semantic field.

Example

harbour • tide • waves • shoreline

SYNONYMS



Use repeated words with different meanings.

Example

journey • trip • expedition

ANTONYMS



Connect contrasting ideas with words that have opposite meanings.

Example

scarce ↔ plentiful

Choose each link deliberately. Then explain how it guides the reader.

Purposeful Repetition

Repeat with a reason.



USE IT TO

- keep a key idea in focus
- build emphasis or rhythm
- link sentences across a paragraph



LESS EFFECTIVE

The storm moved closer.
The storm was loud.
The storm was everyone nervous.



The word is repeated but the sentences do not build a clear pattern.

MORE EFFECTIVE

The storm moved closer.
The storm rattled the windows.
The storm silenced the room.



The repeated opening creates continuity and rising tension.



WRITER'S CHECK

- Does the repeated word strengthen meaning?
- Would a synonym, pronoun or related word improve the flow?

Word Associations and Lexical Chains

Build a topic thread.

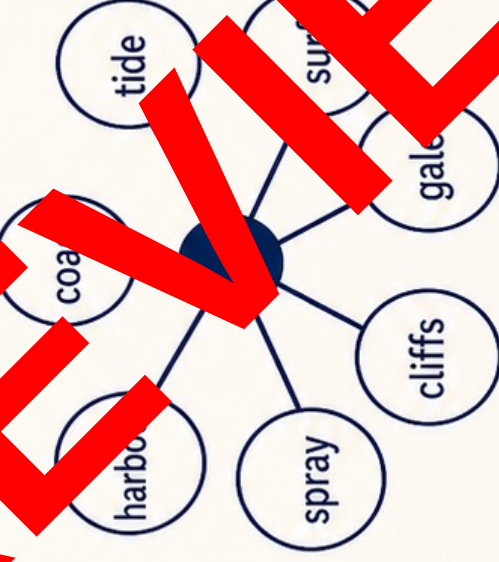
1. START WITH A CONCEPT

coastal storm

Choose a precise idea that matters in the text.



2. FOLLOW THE CHAIN



Add related words from the same semantic field.

3. USE IT IN CONTEXT

A gale swept across the coast.
Salt spray rose from the surf
as the tide struck the cliffs.
Inside the harbour, boats
pulled hard against their ropes.

The linked vocabulary keeps
the topic clear without
monotonous repetition.



READER EFFECT

A lexical chain helps the reader follow one idea across several sentences.

Synonyms, Antonyms and Linking Language

Make the relationship visible.

SYNONYMS SUSTAIN A TOPIC



Use similar words to maintain a reference without sounding repetitive.

Example

The scientist examined the sample. The researcher recorded every detail.

scientist $\longleftrightarrow$ researcher

ANTONYMS BUILD CONTRAST



Use opposites to connect ideas through a deliberate contrast.

Example

The first result was expected; the second was surprising.

expected $\longleftrightarrow$ surprising

LINKING WORDS SIGNAL LOGIC



moreover • furthermore



however • in contrast



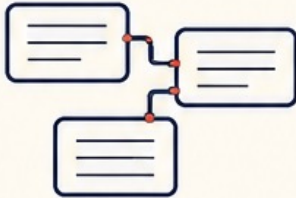
therefore • as a result

Choose the link that matches the relationship between ideas.

Cohesion Toolkit

Quick reference for connected writing

1

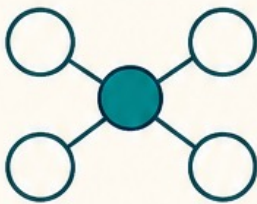


PURPOSEFUL REPETITION

Repeat a key word or phrase to hold focus, build emphasis or create rhythm.

We waited for the signal. We waited through the silence. We waited until dawn.

2



WORD ASSOCIATION

Use related words from the same topic or semantic field.

laboratory • sample • microscope • evidence

3



SYNONYMS

Use similar words to maintain a reference without unnecessary repetition.

route ↔ path

4



ANTONYMS

Use opposite words to connect contrasting ideas.

scarce ↔ plentiful

5



LINKING LANGUAGE

Add: moreover, furthermore

Contrast: however, in contrast

Cause and effect: therefore, as a result

Sequence: first, next, finally



BEFORE YOU FINISH

- ☐ Is the key idea easy to follow?
- ☐ Does each repeated word have a purpose?
- ☐ Do related words form a clear lexical chain?
- ☐ Can you explain how your choices guide the reader?

Cohesion Connections

A repetition and word-association board game



FINISH

24

23

22

21

20

19

18

17

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11

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5

4

3

2

1

START

13

12

11

10

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8

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7

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1

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12

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10

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8

7

6

5

4

3

2

1

TEAL — Repetition

NAVY — Word Associations

CORAL — Synonyms

GOLD — Antonyms

HOW TO PLAY

1. Roll one die and move.
2. Draw a card that matches your space.
3. Read the prompt and give a complete answer.
4. A partner checks the answer and asks, "How does it create cohesion?"
5. Keep the card if your explanation is clear. First to FINISH wins.



You need: one die, one counter per player and the challenge cards.

Cohesion Connections

Challenge Cards A

Cut along the dashed lines.

1

REPETITION



Rewrite: "The bell rang.
The bell was loud. The bell
ended the lesson." Make
the repetition purposeful.

2

REPETITION



What effect does repetition
create? "No one moved.
No one spoke. No one
looked away."

3

WORD ASSOCIATIONS



Build a lexical chain of
four words linked to
rainforest.

4

WORD ASSOCIATIONS



What common topic links
these words?

trail • summit • climber • ridge

5

SYNONYMS



Replace the repeated
word: "The discovery
was important. It marked
an important change."

6

SYNONYMS



Give a synonym for calm.
Use both words in
two connected sentences.

7

ANTONYMS



Complete the contrast:
"The path looked narrow,
but beyond the gate
it became..."

8

ANTONYMS



Explain the contrast:
"The desert was scorching
by day and freezing
at night."

Cohesion Connections

Challenge Cards B

Cut along the dashed lines.

9

REPETITION



What effect does repetition create? "The lights flashed. The lights flashed again. The lights flashed a warning."

10

REPETITION



Revise this pair so the repetition has a clear purpose. "The crowd waited. The crowd became restless."

11

WORD ASSOCIATIONS



Which word does not belong?
harbour • jetty • anchor • microscope
Why?

12

WORD ASSOCIATIONS



Build a lexical chain of four words linked to solar energy.

13

SYNONYMS



Identify the synonym pair in the proposal was practical. This workable plan could begin at once."

14

SYNONYMS



Revise two connected sentences so *rapid* is replaced once by a precise synonym.

15

ANTONYMS



Use *expand* and *contract* in one sentence that creates a clear contrast.

16

ANTONYMS



How does contrast create cohesion? "The hall was crowded, but the courtyard was empty."



Cohesion Connections



Game Recording Sheet

Name: _____

Date: _____

Record four turns. Use complete sentences and explain how each response creates cohesion.

TURN 1

Card number: _____

Category: _____

Partner initials: _____

My answer or revision:

How it creates cohesion:

TURN 2

Card number: _____

Category: _____

Partner initials: _____

My answer or revision:

How it creates cohesion:

TURN 3

Card number: _____

Category: _____

Partner initials: _____

My answer or revision:

How it creates cohesion:

TURN 4

Card number: _____

Category: _____

Partner initials: _____

My answer or revision:

How it creates cohesion:

REFLECTION

1. Which cohesive device did you use most confidently? Why?

2. Which device will you practise next?



Lexical Chain Lab

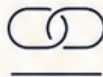
Word Cards A

Cut out the cards. Mix both sheets before sorting.

reef



evidence



audience



smoke



beaker



tide



actor



ember



diver



hypothesis



stage



firefighter



Lexical Chain Lab

Word Cards B

Cut out the cards. Mix both sheets before sorting.

shoreline



microscope



applause



evacuation



coral



sample



rehearsal



warning



current



observe



curtain



flame



Lexical Chain Lab

Sort related words. Name the semantic field. Defend each link.

1. Mix the 24 cards.
2. Sort them into four lexical chains of six words.
3. Name each semantic field.
4. Be ready to explain why every word belongs.

CHAIN 1

Semantic field: _____

CHAIN 2

Semantic field: _____

CHAIN 3

Semantic field: _____

CHAIN 4

Semantic field: _____



DEFEND YOUR CHAIN

Which word is the strongest link? Which word was hardest to place? Could one word belong in more than one chain?



Find the Flow

Page 1 — Read and mark lexical cohesion



Name: _____

Date: _____

INSTRUCTIONS

Read the passage. Underline purposeful repetition, circle related words from the same semantic field, and box one pair of words with similar meanings.

PASSAGE: Restoring Bellbird Creek

At the edge of Bellbird Park, a narrow creek had almost vanished beneath weeds and rubbish. For years, the waterway carried plastic bottles and muddy runoff from a nearby storm. Then a community team began restoring the creek. Volunteers cleared the banks, planted reeds and tested the water. Week by week, the water grew clearer. Fish returned to the wetland, insects hovered above the reeds, and small fish sheltered among the roots. The project did more than repair a damaged habitat. It gave local families a place to observe wildlife and learn how healthy waterways support a whole ecosystem. The creek was no longer an ignored drain. The creek had become a living classroom.

QUESTIONS

1. What central topic do the related words keep you focused on?

2. List six words or phrases that form a lexical chain.

3. Which phrase is repeated in the final two sentences?

4. Why is that repetition effective?

5. Identify one pair of words with similar or closely related meanings.

Look for links across sentences, not just inside one sentence.

Find the Flow

Page 2 — Explain and revise



Name: _____

Date: _____

TASK 1 — EXPLAIN THE LINKS

Use evidence from “Restoring Bellbird Creek”. For each device, record an example and explain its effect on the reader.

1. Purposeful repetition

Evidence: _____

Effect: _____

2. Word associations

Evidence: _____

Effect: _____

3. Similar meanings

Evidence: _____

Effect: _____

4. Contrast

Evidence: _____

Effect: _____

TASK 2 — REVISIT COHESION

Revise the weak paragraph. Use purposeful repetition once, at least three related words, and one synonym or general term.

WEAK PARAGRAPH: The volunteers checked the creek. The volunteers wrote notes about the creek. The volunteers showed the notes to the community.

My revision:

TASK 3 — EXTEND

How can a lexical chain connect a paragraph without repeating the same word in every sentence?

Name the device, quote the evidence, then explain the effect.

Find the Flow

Page 1 — Read and mark lexical cohesion



Name: ANSWERS

Date: _____

INSTRUCTIONS

Read the passage. Underline purposeful repetition, circle related words from the same semantic field, and box one pair of words with similar meanings.

PASSAGE: Restoring Bellbird Creek

At the edge of Bellbird Park, a narrow creek had almost vanished beneath weeds and rubbish. For years, the waterway carried plastic bottles and muddy runoff away every storm. Then a community team began restoring the creek. Volunteers cleared the banks, planted reeds and tested the water. Week by week, the water grew clearer. Birds returned to the wetland, insects hovered above the reeds, and small fish filtered among the roots. The project did more than repair a damaged habitat. It gave local families a place to observe wildlife and learn how healthy waterways support a whole ecosystem. The creek was no longer an ignored drain. The creek had become a living classroom.

QUESTIONS

1. What central topic do the related words keep in focus?

Restoring a creek and its wetland habitat.

2. List six words or phrases that form a lexical chain.

creek; waterway; banks; reeds; water; wetland

3. Which phrase is repeated in the final two sentences?

The creek

4. Why is that repetition effective?

It keeps the restored creek in focus and emphasises its change into a living classroom.

5. Identify one pair of words with similar or closely related meanings.

creek and waterway

Look for links across sentences, not just inside one sentence.

Find the Flow

Page 2 — Explain and revise



Name: **ANSWERS**

Date: _____

TASK 1 — EXPLAIN THE LINKS

Use evidence from “Restoring Bellbird Creek”. For each device, record an example and explain its effect on the reader.

1. Purposeful repetition

Evidence: **The creek ... The creek ...**

Effect: **Keeps the central idea in focus and emphasises the creek’s transformation.**

2. Word associations

Evidence: **creek, waterway, banks, reeds, water, wetland**

Effect: **Creates a clear environmental topic thread across the passage.**

3. Similar meanings

Evidence: **creek and waterway**

Effect: **Maintains the same reference while varying the vocabulary.**

4. Contrast

Evidence: **damaged habitats, healthy waterways**

Effect: **Highlights the change from decline to recovery.**

TASK 2 — REVISE FOR COHESION

Revise the weak paragraph. Use purposeful repetition once, at least three related words, and one synonym or general term.

WEAK PARAGRAPH The volunteers checked the creek. The volunteers wrote notes about the creek. The volunteers showed the notes to the community.

My revision:

The volunteers checked the creek. The restoration team tested the water and recorded the results. Later, the volunteers shared their findings with the community.

TASK 3 — EXTEND

How can a lexical chain connect a paragraph without repeating the same word in every sentence?

A lexical chain repeats the concept through related words. It keeps the topic clear while the vocabulary varies.

Name the device, quote the evidence, then explain the effect.

Name: _____

Date: _____



Linking Language



Page 1 — Choose and connect

TASK 1 — VARY THE REFERENCE

Rewrite each pair. Replace the second repeated idea with a precise synonym or general term so the sentences stay connected without clumsy repetition.

1. The documentary examined coral bleaching. The documentary combined expert interviews with underwater footage.

2. The bicycle needed a new chain. The bicycle had travelled hundreds of kilometres.

3. The drought affected every farm. The drought continued through summer.

4. The astronaut studied the surface. The astronaut collected several rock samples.

TASK 2 — FIND THE INTERFERER

Cross out the word that does not belong in each lexical chain.

1.	harbour	•	dock	•	vessel	•	anchor	•	orchestra
2.	research	•	data	•	evidence	•	conclusion	•	rainfall
3.	theatre	•	stage	•	rehearsal	•	applause	•	compass
4.	bushfire	•	smoke	•	ember	•	evacuation	•	microscope

TASK 3 — EXPLAIN

Choose one chain from Task 2. Explain how the related words could keep a paragraph focused.

Vary the word, not the idea.

Linking Language

Page 2 — Revise and justify

Name: _____

Date: _____

TASK 1 — NOTICE THE PROBLEM

Read the weak paragraph. Underline every repeated use of science exhibition and display.

WEAK PARAGRAPH

Amara entered the science exhibition. The science exhibition was busy. The science exhibition had many displays. Amara stopped at a display about solar power. The display showed how panels collected sunlight. The display was the most interesting part.



TASK 2 — PLAN A LEXICAL CHAIN

List six words or phrases that could keep the topic of a science exhibition and solar energy connected.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

TASK 3 — REWRITE

Rewrite the paragraph. Use purposeful repetition once, at least four related words, one synonym or general term, and one linking word.

My cohesive paragraph:

TASK 4 — ANNOTATE AND EXPLAIN

In your paragraph, underline purposeful repetition, circle word associations, and box the linking word. Then explain one choice.

Name: **ANSWERS**

Date: _____



Linking Language



Page 1 — Choose and connect

TASK 1 — VARY THE REFERENCE

Rewrite each pair. Replace the second repeated idea with a precise synonym or general term so the sentences stay connected without clumsy repetition.

1. The documentary examined coral bleaching. The documentary combined expert interviews with underwater footage.

The documentary examined coral bleaching. The program combined expert interviews with underwater footage.

2. The bicycle needed a new chain. The bicycle had travelled hundreds of kilometres.

The bicycle needed a new chain. The bike had travelled hundreds of kilometres.

3. The drought affected every farm. The drought continued through summer.

The drought affected every farm. The dry spell continued through summer.

4. The astronaut studied the surface. The astronaut collected several rock samples.

The astronaut studied the surface. The crew member collected several rock samples.

TASK 2 — FIND THE INTERFERER

Cross out the word that does not belong in each lexical chain.

1.	harbour	•	dock	•	vessel	•	anchor	•	orchestra
2.	research	•	data	•	evidence	•	conclusion	•	rainfall
3.	theatre	•	stage	•	rehearsal	•	applause	•	compass
4.	bushfire	•	smoke	•	ember	•	evacuation	•	microscope

TASK 3 — EXPLAIN

Choose one chain from Task 2. Explain how the related words could keep a paragraph focused.

The words harbour, dock, vessel and anchor sustain a maritime topic. They help the reader follow one setting while the vocabulary varies.

Vary the word, not the idea.

Linking Language

Page 2 — Revise and justify

Name: **ANSWERS**

Date: _____

TASK 1 — NOTICE THE PROBLEM

Read the weak paragraph. Underline every repeated use of science exhibition and display.

WEAK PARAGRAPH

Amara entered the science exhibition. The science exhibition was busy. The science exhibition had many displays. Amara stopped at a display about solar power. The display showed how panels collected sunlight. The display was the most interesting part.



TASK 2 — PLAN A LEXICAL CHAIN

List six words or phrases that could keep the topic of a science exhibition and solar energy connected.

1. exhibition

2. project

3. display

4. solar power

5. panels

6. sunlight

TASK 3 — REWRITE

Rewrite the paragraph. Use purposeful repetition once, at least four related words, one synonym or general term, and one linking word.

My cohesive paragraph:

Amara entered the busy science exhibition. Projects filled the hall, but one solar-power display caught her attention. The display showed how panels captured sunlight and converted it to energy. The display was the exhibit she remembered most.

TASK 4 — ANNOTATE AND EXPLAIN

In your paragraph, underline purposeful repetition, circle word associations, and box the linking word. Then explain one choice.

Repeating “The display” keeps the key exhibit in focus. The energy words build a lexical chain, and “but” signals contrast.

Repeat and Relate

Page 1 — Purposeful or clumsy?



Name: _____

Date: _____

TASK 1 — DECIDE

Write P for purposeful repetition or C for clumsy repetition. Give one brief reason.

1. The drums began softly. The drums grew louder. The drums called everyone to the square.	P or C? ____
Reason: _____	
2. The report was useful. The report had useful facts. The report was useful for class.	P or C? ____
Reason: _____	
3. We will listen. We will learn. We will act.	P or C? ____
Reason: _____	
4. The koala climbed the tree. The koala ate leaves. The koala was on the tree.	P or C? ____
Reason: _____	
5. The doors stayed closed. Closed to visitors, closed to questions, closed to change.	P or C? ____
Reason: _____	
6. The experiment failed. The experiment failed because the equipment failed.	P or C? ____
Reason: _____	

TASK 2 — IMPROVE

Choose two examples you labelled C. Rewrite each one so the key idea remains clear without awkward repetition.

Revision A: _____ _____ _____ _____	Revision B: _____ _____ _____ _____
--	--

TASK 3 — EXPLAIN

What makes repetition purposeful rather than accidental?



Repeat for continuity, emphasis or rhythm — not by accident.

Repeat and Relate

Page 2 — Build a deliberate pattern



Name: _____

Date: _____

TASK 1 — DIAGNOSE

Read the weak paragraph. Underline repeated words that sound accidental rather than purposeful.

WEAK PARAGRAPH

The market opened at dusk. The market had stalls. The stalls sold food. The food smelled good. People came to the market. The people talked at the stalls. The market was busy.

TASK 2 — PLAN

Build a lexical chain for a night market. List six precise words or phrases.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Choose one sentence opening to repeat deliberately.

TASK 3 — REWRITE

Rewrite the paragraph. Use the chosen opening two or three times for a clear effect, and include at least four words from your lexical chain.

My cohesive paragraph

TASK 4 — REFLECT

1. What effect does your repeated opening create?

2. How does your lexical chain keep the setting in focus?

A pattern should build meaning as it repeats.

Repeat and Relate

Page 1 — Purposeful or clumsy?



Name: **ANSWERS**

Date: _____

TASK 1 — DECIDE

Write P for purposeful repetition or C for clumsy repetition. Give one brief reason.

1. The drums began softly. The drums grew louder. The drums called everyone to the square.	P or C? P
Reason: The repeated opening builds rhythm and rising sound.	
2. The report was useful. The report had useful facts. The report was useful for class.	P or C? C
Reason: report and useful repeat without adding an effect.	
3. We will listen. We will learn. We will act.	P or C? P
Reason: "We will" creates parallel rhythm and emphasis.	
4. The koala climbed the tree. The koala ate leaves. The koala was on the tree.	P or C? C
Reason: koala and tree repeat awkwardly; a pronoun would improve the flow.	
5. The doors stayed closed. Closed to visitors, closed to questions, closed to change.	P or C? P
Reason: closed builds emphasis and strengthens the sense of exclusion.	
6. The experiment failed. The experiment failed because the equipment failed.	P or C? C
Reason: failed repeats too often without an elaborate pattern.	

TASK 2 — IMPROVE

Choose two examples you labelled. Rewrite each one so the key idea remains clear without awkward repetition.

Revision A: The report contained useful facts, making the document valuable for class. _____ _____	Revision B: The koala climbed the tree and ate leaves high in the canopy. _____ _____
---	--

TASK 3 — EXPLAIN

What makes repetition purposeful rather than accidental?

Purposeful repetition creates continuity, emphasis or rhythm. Accidental repetition adds no new meaning and can usually be replaced.



Repeat for continuity, emphasis or rhythm — not by accident.

Repeat and Relate

Page 2 — Build a deliberate pattern



Name: ANSWERS

Date: _____

TASK 1 — DIAGNOSE

Read the weak paragraph. Underline repeated words that sound accidental rather than purposeful.

WEAK PARAGRAPH

The market opened at dusk. The market had stalls. The stalls sold food. The food smelled good. People came to the market. The people talked at the stalls. The market was busy.

TASK 2 — PLAN

Build a lexical chain for a night market. List six precise words or phrases.

1. lanterns
2. stalls
3. traders
4. crowd
5. spices
6. laneways

Choose one sentence opening to repeat deliberately. The market filled with

TASK 3 — REWRITE

Rewrite the paragraph. Use the chosen opening two or three times for a clear effect, and include at least four words from your lexical chain.

My cohesive paragraph

At dusk, the market came alive. Lanterns flickered above the stalls, traders called to the crowd, and the aroma of spices drifted through the laneways. The market filled with conversation. The market filled with music. The market filled with movement.

TASK 4 — REFLECT

1. What effect does your repeated opening create?

The repeated opening creates rhythmic accumulation and emphasises the market's lively atmosphere.

2. How does your lexical chain keep the setting in focus?

Related place, people and sensory words sustain the night-market setting without monotonous repetition.

A pattern should build meaning as it repeats.

Name: _____

Date: _____

Repair the Flow

Page 1 — Informational writing



TASK 1 — DIAGNOSE

Read the weak paragraph. Underline repetition that sounds accidental and circle words that could begin a useful lexical chain.

WEAK PARAGRAPH: CITY TREES

Trees are important in cities. Trees give shade. Trees make streets cooler. Trees have leaves. Leaves trap some pollution. Trees provide homes for birds. Birds live in trees. Trees help people.

TASK 2 — PLAN THE REPAIR

Choose purposeful repetition, related vocabulary and a linking word before you rewrite.

Key word or phrase to repeat deliberately: _____

Five-word lexical chain:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Synonym or general term: _____

Linking word: _____

Intended effect on the reader: _____

TASK 3 — REWRITE

Create one cohesive informational paragraph. Use purposeful repetition once, at least five related words, one synonym or general term, and one cause-and-effect or contrast link.

My repaired paragraph:

TASK 4 — JUSTIFY

Quote one cohesive choice from your paragraph and explain how it helps the reader follow the idea.

Keep the topic steady while the vocabulary moves.

Repair the Flow

Page 2 — Narrative writing



Name: _____

Date: _____

TASK 1 — DIAGNOSE

Read the weak narrative. Underline repetition that slows the action and circle words that could form a sound-and-setting lexical chain.

WEAK NARRATIVE: THE SHED

Ravi heard a noise in the shed. The noise was loud. Ravi went to the shed.
The shed was dark. Ravi opened the shed door. The noise happened again.
Ravi saw a bird. The bird was trapped in a box. Ravi helped the bird.

TASK 2 — PLAN THE REPAIR

Plan language that will build tension and then release it.

Phrase to repeat deliberately: _____

Sound-and-setting lexical chain:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Synonym or general term: _____

Contrast pair: _____

Intended effect on the reader: _____

TASK 3 — REWRITE

Create one cohesive narrative paragraph. Use purposeful repetition for tension, at least five related words, one synonym or general term and one contrast.

My repaired narrative

TASK 4 — JUSTIFY

How do your repetition and word associations control the pace and mood?

Build the tension. Hold the thread. Release the reader.

Repair the Flow

Page 1 — Informational writing



TASK 1 — DIAGNOSE

Read the weak paragraph. Underline repetition that sounds accidental and circle words that could begin a useful lexical chain.

WEAK PARAGRAPH: CITY TREES

Trees are important in cities. Trees give shade. Trees make streets cooler. Trees have leaves. Leaves trap some pollution. Trees provide homes for birds. Birds live in trees. Trees help people.

TASK 2 — PLAN THE REPAIR

Choose purposeful repetition, related vocabulary and a linking word before you rewrite.

Key word or phrase to repeat deliberately: Trees cool the city

Five-word lexical chain:

1. canopy 2. shade 3. streets 4. habitat 5. wildlife

Synonym or general term: urban vegetation

Linking word: therefore

Intended effect on the reader: Emphasising how trees improve city life.

TASK 3 — REWRITE

Create one cohesive informational paragraph. Use purposeful repetition once, at least five related words, one synonym or general term, and one cause-and-effect or contrast link.

My repaired paragraph:

Trees cool the city, their canopies shade footpaths and buildings, so streets absorb less heat. Leaves trap some pollution, while branches create habitat for birds and insects. This urban vegetation also softens hard city spaces. Trees cool the city, therefore they make neighbourhoods healthier for people and wildlife.

TASK 4 — JUSTIFY

Quote one cohesive choice from your paragraph and explain how it helps the reader follow the idea.

Repeating "Trees cool the city" frames the paragraph, while the related words sustain the topic. "Therefore" clearly signals the final result.

Repair the Flow

Page 2 — Narrative writing



Name: ANSWERS

Date: _____

TASK 1 — DIAGNOSE

Read the weak narrative. Underline repetition that slows the action and circle words that could form a sound-and-setting lexical chain.

WEAK NARRATIVE: THE SHED

Ravi heard a noise in the shed. The noise was loud. Ravi went to the shed.
The shed was dark. Ravi opened the shed door. The noise happened again.
Ravi saw a bird. The bird was trapped in a box. Ravi helped the bird.

TASK 2 — PLAN THE REPAIR

Plan language that will build tension and then release it.

Phrase to repeat deliberately: The sound came again.

Sound-and-setting lexical chain:

1. scratch 2. creak 3. rustle 4. silence 5. silence

Synonym or general term: bird / creature

Contrast pair: trapped free

Intended effect on the reader: Build tension, then release it.

TASK 3 — REWRITE

Create one cohesive narrative paragraph. Use purposeful repetition for tension, at least five related words, one synonym or general term, and one contrast.

My repaired narrative:

Ravi paused outside the shed. The sound came again — a sharp scratch behind the door. He stepped into the shadows, heard a rustle from a cardboard box and lifted the lid. The sound came again, softer now. A small bird beat its wings against the sides. Moments later, the trapped creature was free, and the silent yard felt bright.

TASK 4 — JUSTIFY

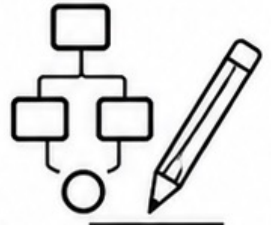
How do your repetition and word associations control the pace and mood?

The repeated phrase delays the reveal and builds tension. The sound-and-setting words sustain suspense, while trapped and free release the mood.

Build the tension. Hold the thread. Release the reader.

Cohesive Creation

Page 1 — Plan the language thread



Name: _____

Date: _____

YOUR CHALLENGE

Plan one original paragraph of 8–10 sentences that informs, persuades or narrates. Your paragraph must use purposeful repetition, a lexical chain, at least one synonym or general term, and one clear contrast or logical link.

TASK 1 — PURPOSE AND AUDIENCE

Purpose: ☐ inform ☐ persuade ☐ narrate

Audience: _____

Topic or scenario: _____

Key message: _____

TASK 2 — PURPOSEFUL REPETITION

Word or phrase I will repeat: _____

I will repeat it _____ times.

Intended effect: ☐ continuity ☐ emphasis ☐ rhythm ☐ tension

Why this repetition will be purposeful: _____

TASK 3 — LEXICAL CHAIN

List eight related words or phrases that will keep the central topic in focus.

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

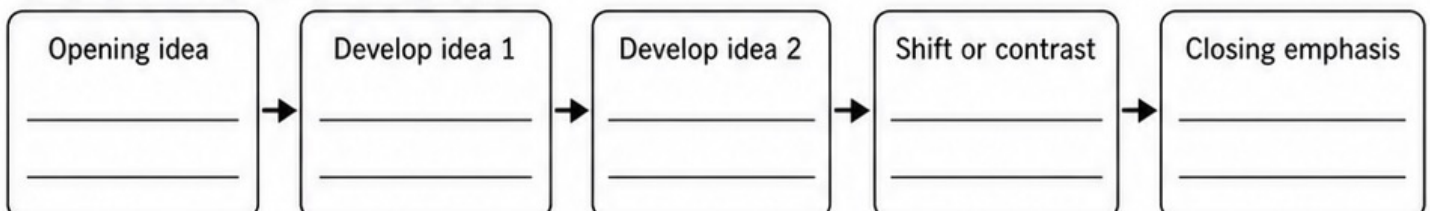
TASK 4 — COORDINATE AND CONNECT

Synonym or general term: _____ ↔ _____

Contrast pair: _____ ↔ _____

Linking words I may use: _____

TASK 5 — PARAGRAPH PATH



Plan the links before you draft the sentences.

Cohesive Creation

Page 2 – Draft, annotate and review

Name: _____

Date: _____

TASK 1 – DRAFT

Write your 8–10 sentence paragraph. Follow the plan from page 1 and revise as you write.



Title: _____

My paragraph:

TASK 2 – ANNOTATE

Use this key to mark your finished paragraph.

Underline purposeful repetition.

Circle words in the lexical chain.

Box a synonym, general term.

Draw a double line underneath contrast.

TASK 3 – PEER COHESION CHECK

- ☐ I can identify the central idea.
- ☐ The repetition has a clear purpose.
- ☐ The lexical chain stays on topic.
- ☐ Vocabulary varies without losing the reference.
- ☐ The contrast or logical link is clear.
- ☐ The ending connects to the paragraph's key message.

One strong cohesive choice: _____

One revision to try: _____

Peer initials: _____

TASK 4 – REFLECT

1. Which cohesive choice best guides your reader?

2. What did you change after reviewing the paragraph?

Cohesion is a reader effect created by writer choices.

Repetition and Word Associations Assessment

Page 1 — Analyse cohesion



Name: _____ Date: _____ Score: _____ / 18

INSTRUCTIONS

Read the passage carefully. Answer in complete sentences and quote precise evidence when asked.

PASSAGE: The Night Sky Project

Each winter, Wattle Bay held a community stargazing night. This year, the event almost disappeared behind the glow of new streetlights. Local students began a dark-sky project. The team mapped bright zones, measured artificial light and photographed faint constellations. They shared the evidence with shop owners and the council. Week by week, unnecessary lights were switched off and lamps were shielded. The sky grew darker. The sky revealed more stars. The sky invited families back to the oval. What began as a small investigation became a community campaign. The project did not remove every light; instead, it replaced harmful glare with careful illumination. Wattle Bay remained bright enough for safety but dark enough for wonder.

QUESTIONS

1. What central topic does the passage develop? [3 marks]

2. Quote the repeated phrase in the three short sentences. Explain its effect. [3 marks]

3. List six words or phrases that form a central chain about light or the night sky. [4 marks]

4. Identify a synonym, general term or closely related reference that avoids repetition. [2 marks]

5. Explain how “bright enough for safety but dark enough for wonder” creates cohesion. [3 marks]

6. How do project, investigation and campaign help the reader follow the same idea? [3 marks]

Identify. Quote. Explain the reader effect.

Repetition and Word Associations Assessment

Page 2 — Apply cohesion

Name: _____

Date: _____

Score: _____ / 12

TASK 1 — REPAIR A PARAGRAPH [6 marks]

Rewrite the weak paragraph as 5–7 cohesive sentences. Use purposeful repetition once, at least four related words, one synonym or general term, and one cause-and-effect or contrast link.

WEAK PARAGRAPH

Students studied the town lights. The lights were bright. Students wrote notes about the lights. Students talked to shop owners. Shop owners changed the lights. The lights got better.



My repaired paragraph:

TASK 2 — CREATE A PARAGRAPH [6 marks]

Write 6–8 sentences about a change from a problem to an improvement in a real or imagined community. Use purposeful repetition, a lexical chain of at least five related words, one synonym or general term, and a clear contrast or cause-and-effect link.

Repeated word or phrase: _____

Five related words: _____ • _____ • _____ • _____ • _____

Linking word: _____

My original paragraph:

Underline purposeful repetition, circle the lexical chain, and box the linking word.

-
- ☐ The repeated words have a clear purpose.
 - ☐ Related vocabulary keeps the topic in focus.
 - ☐ The reference varies without becoming unclear.
 - ☐ The linking word shows the relationship between ideas.

• _____ Show control. Make every link earn its place. _____ •

Repetition and Word Associations Assessment

Page 1 — Analyse cohesion



Name: **ANSWERS**

Date: _____

Score: _____ / 18

INSTRUCTIONS

Read the passage carefully. Answer in complete sentences and quote precise evidence when asked.

PASSAGE: The Night Sky Project

Each winter, Wattle Bay held a community stargazing night. This year, the event almost disappeared behind the glow of new streetlights. Local students began a dark-sky project. The team mapped bright zones, measured artificial light and photographed faint constellations. They shared the evidence with shop owners and the council. Week by week, unnecessary lights were switched off and lamps were shielded. The sky grew darker. The sky revealed more stars. The sky invited families back to the oval. What began as a small investigation became a community campaign. The project did not remove every light; instead, it replaced blinding glare with careful illumination. Wattle Bay remained bright enough for safety but dark enough for wonder.

QUESTIONS

1. What central topic does the passage develop? [3 marks]

A community project to reduce wasteful light and restore the night sky.

2. Quote the repeated phrase in the three short sentences. Explain its effect. [3 marks]

The sky; the repeated opening line three changes and emphasises the return of stars and families.

3. List six words or phrases that form a mental cluster about light or the night sky. [4 marks]

glow, streetlights, bright zones, artificial light, constellations, stars.

4. Identify the synonym, general term or closely related reference that avoids repetition. [2 marks]

students and teachers.

5. Explain how “bright enough for safety but dark enough for wonder” creates cohesion. [3 marks]

bright and dark are antonyms linked by but; the contrast balances safety and wonder.

6. How do project, investigation and campaign help the reader follow the same idea? [3 marks]

project, investigation and campaign vary reference to the same initiative and show it growing from a small study into wider community action.

Identify. Quote. Explain the reader effect.

Repetition and Word Associations Assessment

Page 2 — Apply cohesion

Name: ANSWERS

Date: _____

Score: _____ / 12

TASK 1 — REPAIR A PARAGRAPH [6 marks]

Rewrite the weak paragraph as 5–7 cohesive sentences. Use purposeful repetition once, at least four related words, one synonym or general term, and one cause-and-effect or contrast link.



WEAK PARAGRAPH

Students studied the town lights. The lights were bright. Students wrote notes about the lights. Students talked to shop owners. Shop owners changed the lights. The lights got better.

My repaired paragraph:

Students investigated the town's lighting. The project team measured light levels, recorded lamp positions and compared dark and bright zones. The evidence was clear: some lights wasted energy. Therefore, the students met with shop owners, and several businesses installed shielded lamps. The lights became safer. The lights became smarter.

TASK 2 — CREATE A PARAGRAPH [6 marks]

Write 6–8 sentences about a change from a problem to an improvement in a real or imagined community. Use purposeful repetition, a lexical chain of at least five related words, one synonym or general term, and a clear contrast or cause-and-effect link.

Repeated word or phrases: The garden needed

Five related words: garden • soil • compost • herbs

Linking word: As a result

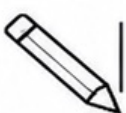
My original paragraph:

At first the community garden was dry and empty. The garden needed water. The garden needed soil. The garden needed people. Volunteers installed a rainwater spreader, spread compost and planted native herbs. As a result, the neglected garden became a productive growing space. The garden now feeds families and brings neighbours together.

Underline purposeful repetition, circle the lexical chain, and box the linking word.

- ☒ The repeated words have a clear purpose.
- ☒ Related vocabulary keeps the topic in focus.
- ☒ The reference varies without becoming unclear.
- ☒ The linking word shows the relationship between ideas.

Show control. Make every link earn its place.



Repetition and Word Associations Rubric

Name: _____ Date: _____ Overall Level: _____

CRITERION	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
IDENTIFY COHESIVE DEVICES	Identifies few devices accurately.	Identifies repetition and word associations with support.	Identifies repetition, associations, synonyms and contrast accurately.	Selects precise evidence across a paragraph.	Distinguishes subtle or overlapping cohesive links.
EXPLAIN READER EFFECT	Gives a general comment.	Names an effect with limited evidence.	Links quoted evidence to a clear reader effect.	Explains how several links shape flow or emphasis.	Evaluates how choices interact across the text.
USE PURPOSEFUL REPETITION	Repetition is accidental or unclear.	Attempts a pattern but the effect varies.	Uses repetition deliberately to emphasize or reinforce.	Controls placement and frequency for a strong effect.	Crafts a precise pattern that strengthens meaning and voice.
BUILD LEXICAL CHAINS	Uses few related words.	Includes a partial or repetitive chain.	Builds a clear chain with varied related vocabulary.	Sustains the chain across the whole paragraph.	Extends and varies the chain with precision.
REVISE AND JUSTIFY COHESION	Makes limited revision or explanation.	Improves some repetition and names one choice.	Revises for cohesion and justifies one effective choice.	Revises several devices and justifies the overall effect.	Refines the paragraph strategically and evaluates reader impact.

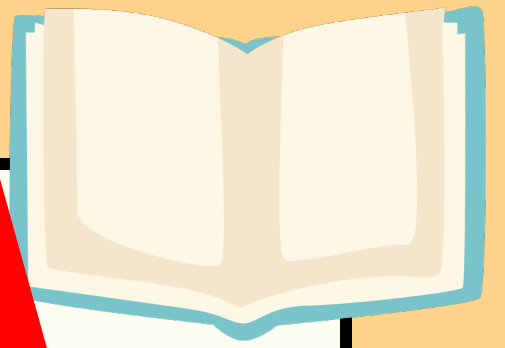
Teacher feedback: _____

Next step: _____

Repetition and Word Associations



Learning Intentions



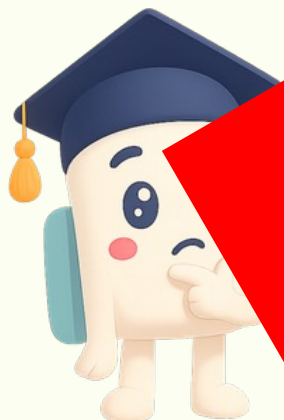
Identify repetition and word association that connect ideas.

Explain how creative choices affect the reader.

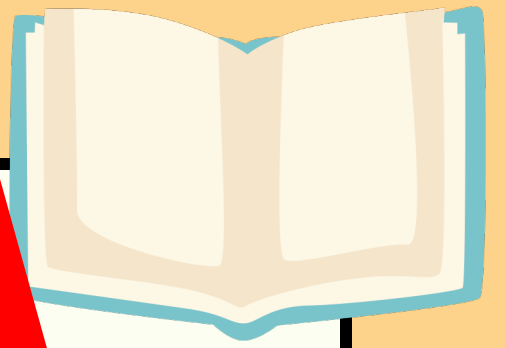
Use or revise these devices in our own paragraphs.

SUCCESS CRITERIA

Can quote evidence, name the device and explain its job.



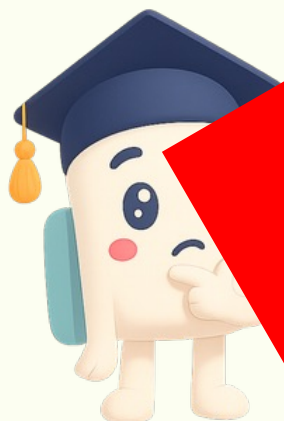
What Is Cohesion?



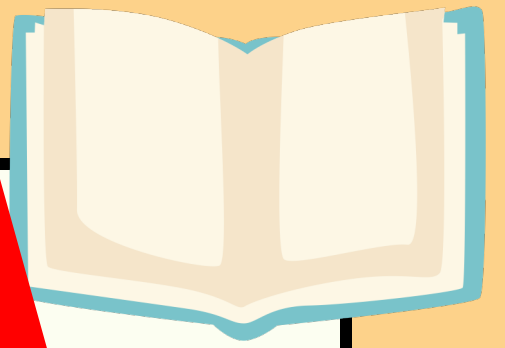
Cohesion is the way words and sentences connect so a text feels whole.

Writers guide readers by repeating key ideas, choosing related words and signalling relationships.

A cohesive paragraph is not simply smooth—it makes every link earn its place.



Connect to Prior Learning

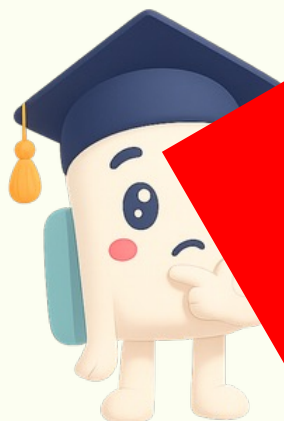


Pronouns keep reference clear: I lay down and she checked it.

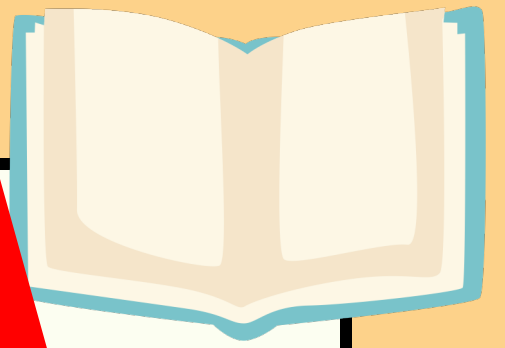
Sentence patterns create rhythm: We observed. We recorded. We compared.

Linking words show relationships: however, therefore, meanwhile.

Unit 1's repetition and word associations to that toolkit.



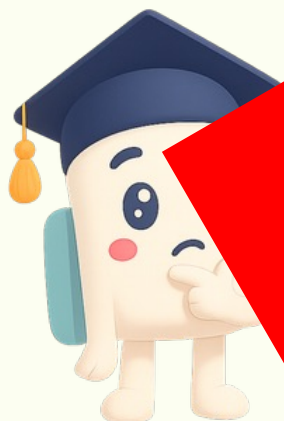
Purposeful Repetition



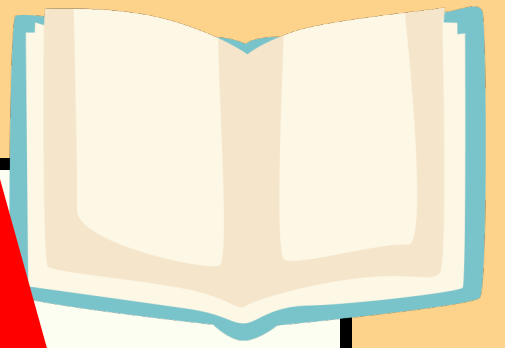
Purposeful repetition repeats a key word or phrase for a clear reason.

The river carried leaves. The river carried branches. The river carried a warning.

The repeated opening holds the topic steady and builds emphasis.



Repetition with a Job

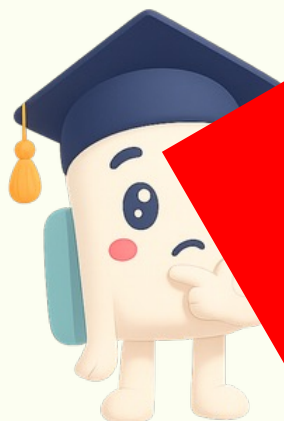


EMPHASIS — make an idea stand out

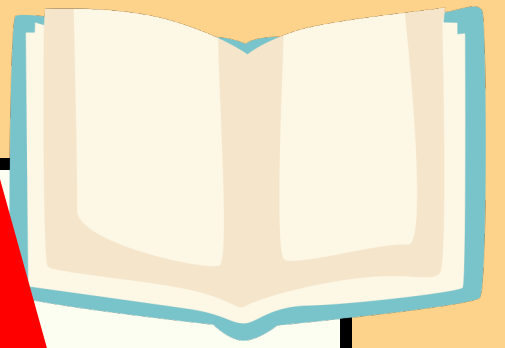
CONTINUITY — keep the reader on the same topic.

RYTHM — control pace and pattern.

An accidental repetition means you say the same thing again. Ask: What job is this repeated word doing?



Guided Practice



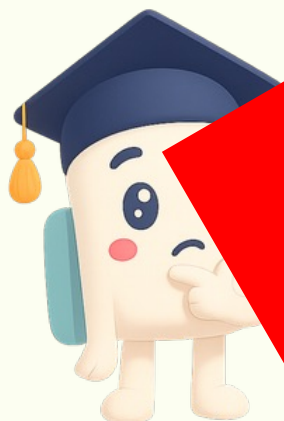
CHOP & VERSION

The hall was noisy. The hall was crowded. The hall had bright lights. The hall felt busy.

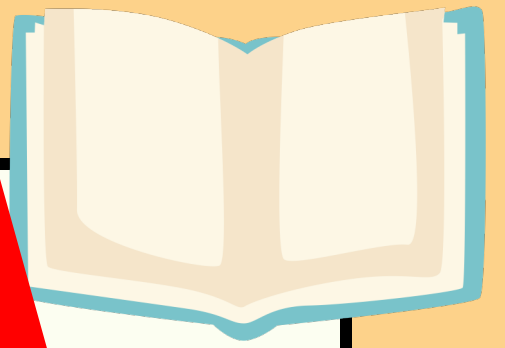
REVISION CHALLENGE

Keep one repeated phrase for effect, then replace or combine the rest.

Explain what your repeated phrase makes the reader notice.



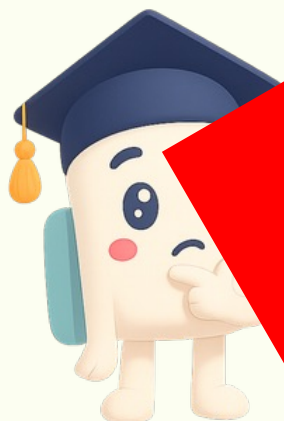
Guided Answer



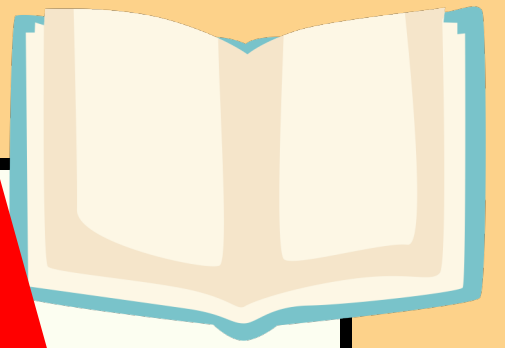
ONE STRONG VISIO

The hall pulsed with noise. The hall glowed with bright lights, while a crowded audience filled every row. Everywhere, movement made the space feel busy.

“The hall” is repeated twice for continuity. Related words extend the setting without clumsy repetition.



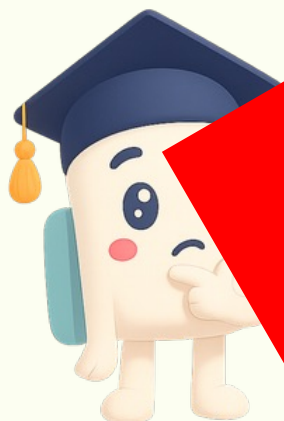
Word Associations



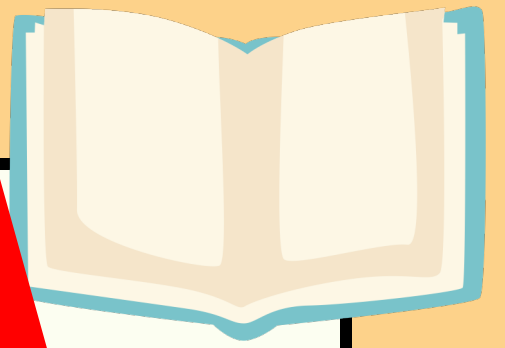
Word associations are words connected by meaning or topic.

beach → reef → island → coral → current

These words form a semantic field about the sea. The reader follows the same idea even when the exact word changes.



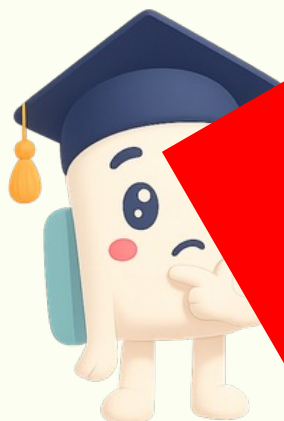
Lexical Chains



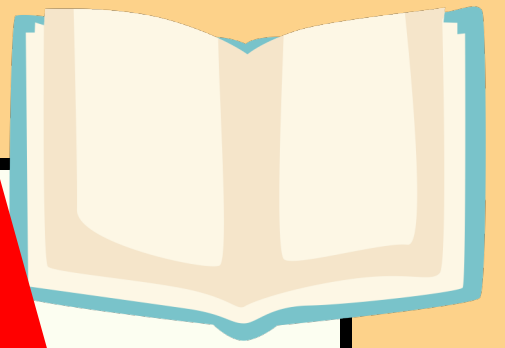
A lexical chain is a sequence of related words running through a text.

A writer may link a topic through specific words, general terms, synonyms and near-synonyms.

Strong chains are relevant, varied and sustained—not a random list.



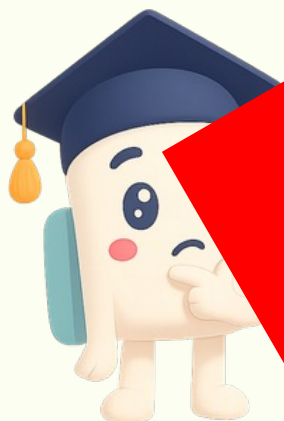
Trace the Chain



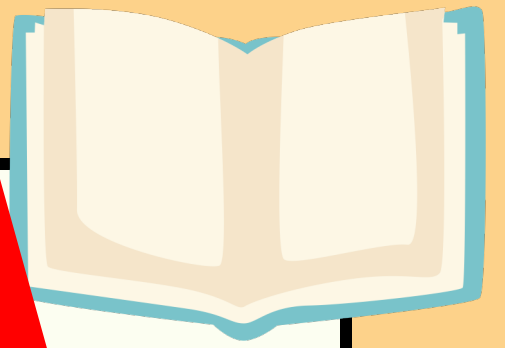
The rescue crew checked the smoke, warned the residents and entered the building. Minutes later firefighters emerged from the stairwell as the fire alarm fell silent.

Which words belong to the emergency-response field?

What central topic do they maintain?

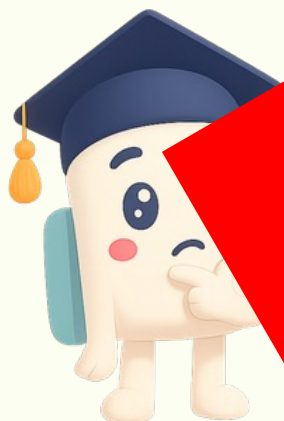


Trace the Chain – Answer

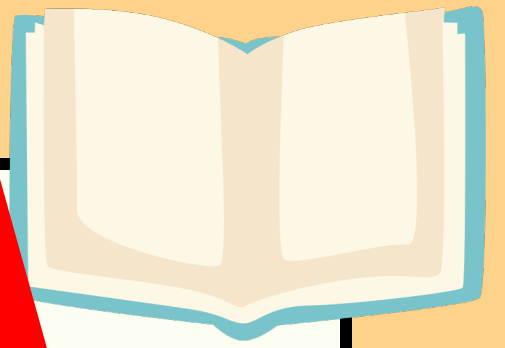


rescue crew → smoke → residents → building → firefighters →
saw → alarm

The chain begins with the emergency setting. It also moves the reader
from danger, through action, to resolution.



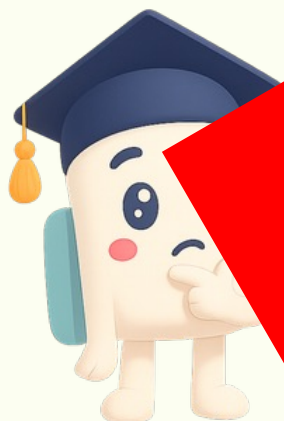
Synonyms and General Terms



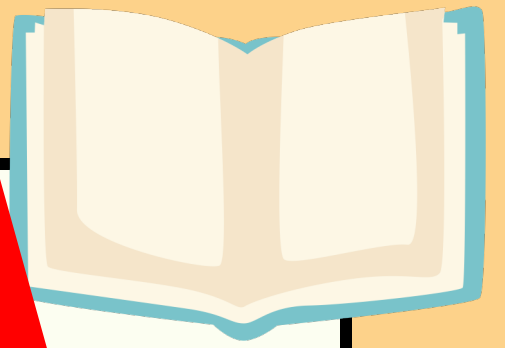
Synonyms vary reference while keeping meaning connected.

The investigation began as a small project. Soon, the study involved the whole school.

Project and study refer to the same work, avoiding a dull repeated noun.



Antonyms Create Contrast

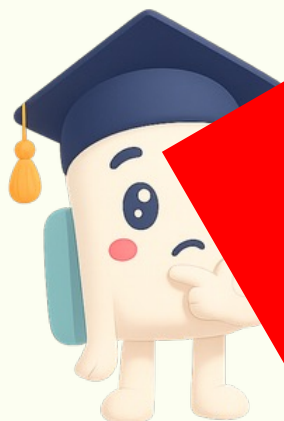


Antonyms connect ideas by contrast.

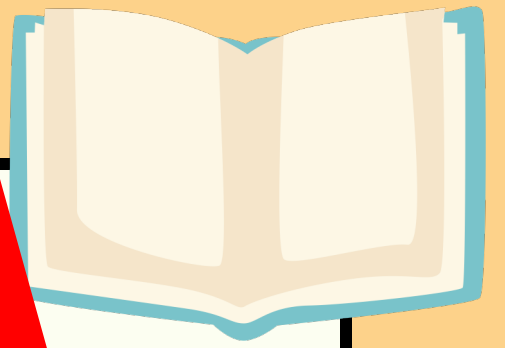
The path looked familiar, but the final turn felt strange.

The room was bright enough for safety yet dark enough for stars.

Antonyms cohes when the reader can see the precise relationship between opposites.



Linking Language



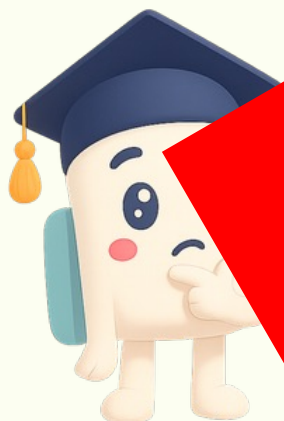
ADD — also, furthermore, in addition

CONTRAST — but, however, although

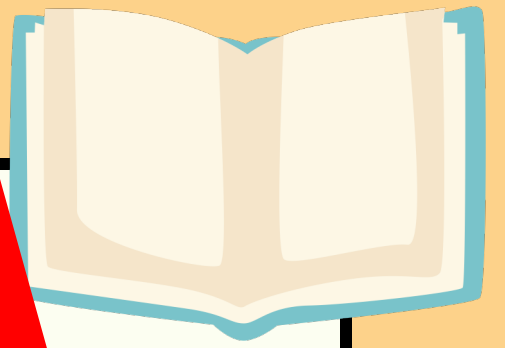
CAUSE AND EFFECT — because, therefore, as a result

SEQUENCE — first, meanwhile, finally

Choose the link that shows the real relationship. A fancy link is not always an accurate one.

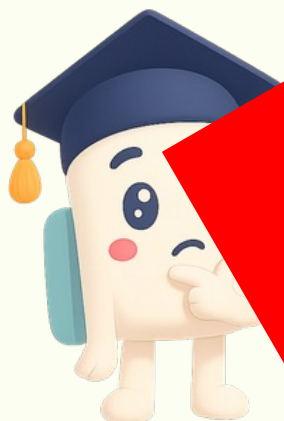


Bring the Devices Together

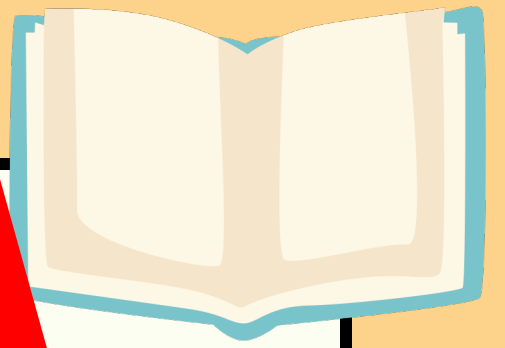


The garden needed water. The garden needed soil. The garden needed people. Volunteers installed a rain tank, spread compost and planted herbs. As a result the neglected lot became a productive growing space.

Knowledge creates complexity, the garden chain maintains topic and As a result signals change.



Choose, Use and Explain



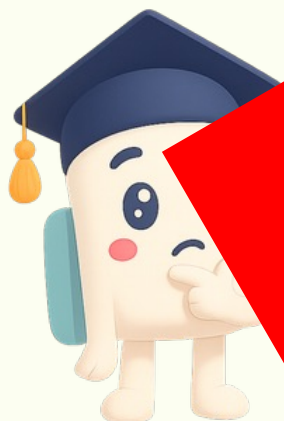
CHOOSE — What ideas should stand in focus?

USE — Repeat deliberately to build a lexical chain and vary reference.

EXPLAIN — Quote the choice and explain its effect on flow, emphasis or clarity.

REVISE — Remove repetition with no job and repair any weak link.

Writer's check: Can the reader follow every connection?





Well Done!

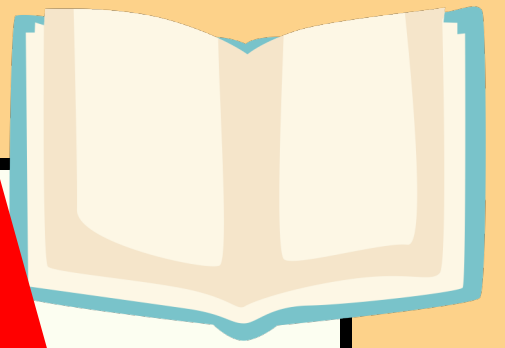
PREVIEW



Repetition and Word Associations Quiz



Question 1



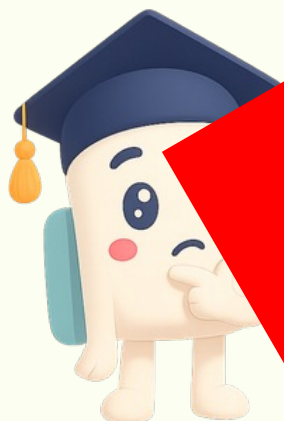
Which statement best describes your purpose for writing?

A. It makes each sentence longer.

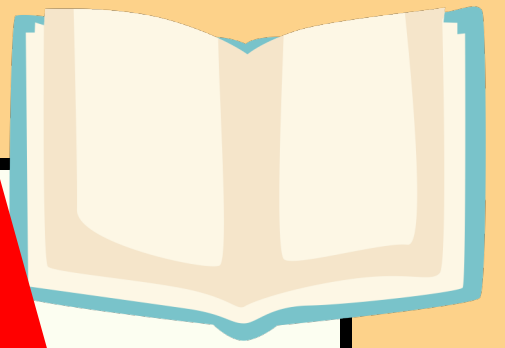
B. It keeps a key idea in focus or creates emphasis.

C. It prevents writers from using related words.

D. It repeats every noun in a paragraph.

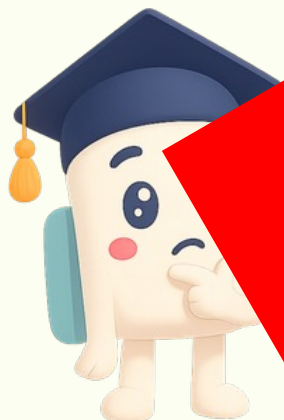


Answer 1

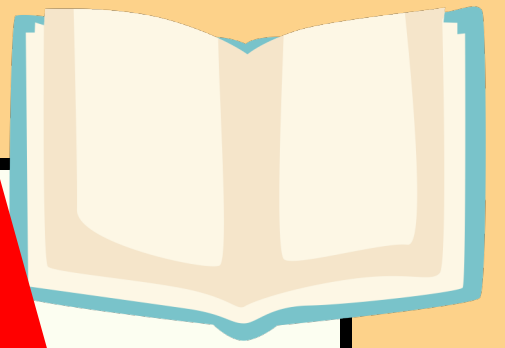


B. It keeps a key idea in focus and creates emphasis.

Purposeful repetition has a job. It can strengthen continuity, emphasis or rhythm without merely saying the same thing again.



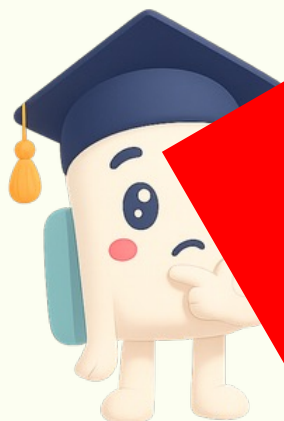
Question 2



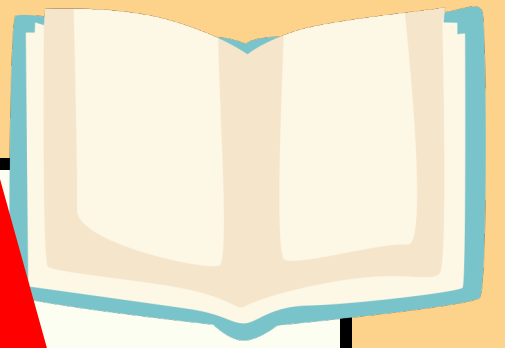
TRUE OR FALSE

Every repeated word automatically improves cohesion.

Be ready to explain your choice.



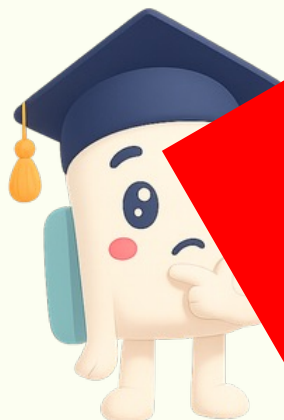
Answer 2



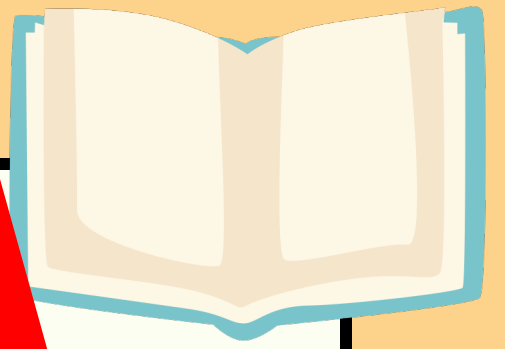
FALSE

Repetition in writing creates cohesion only when it has a clear purpose.

Accidental repetition can make writing clumsy or monotonous.



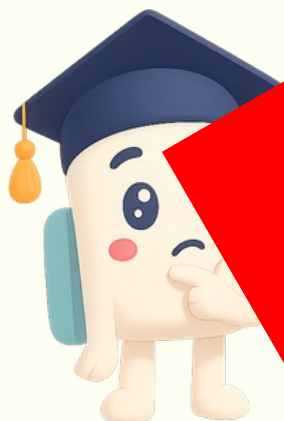
Question 3



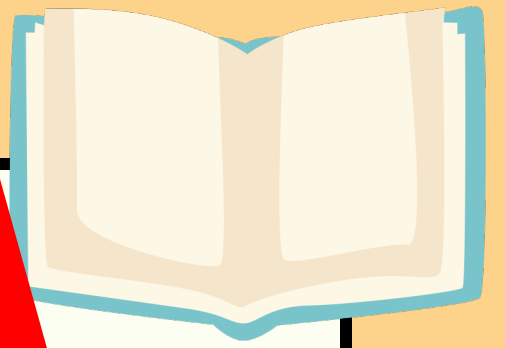
Read the three sentences.

The crowd waited. The crowd listened. The crowd cheered.

Which phrase is repeated to connect the sentences?

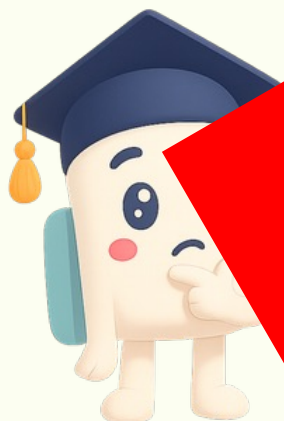


Answer 3

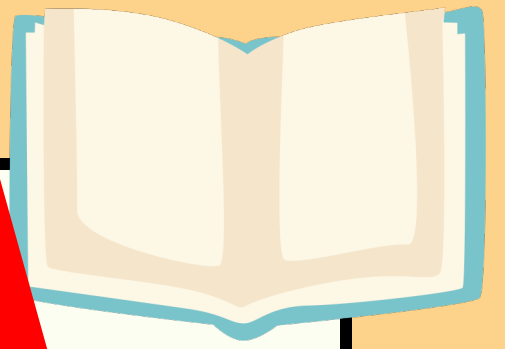


The repeated phrase is "the crowd".

It maintains the pace and builds a rhythmic pattern from waiting, to listening, to cheering.



Question 4



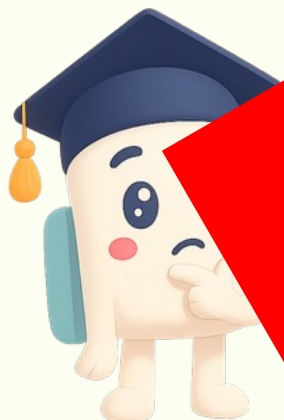
Which group forms the closest lexical chain?

A. lake, snow, waves, current

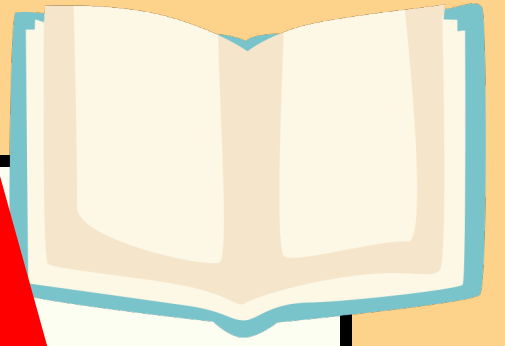
B. pen, canyon, pillow, steam

C. bright, quiet, turn, table

D. tree, teacher, train, tray

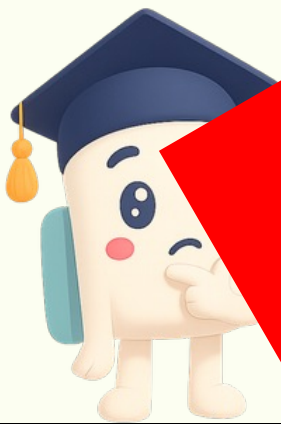


Answer 4

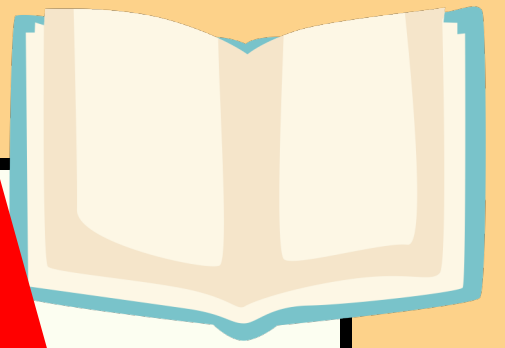


A large shore wave current

All four words belong to a water landscape. Their shared semantic
relationship keeps the topic connected.

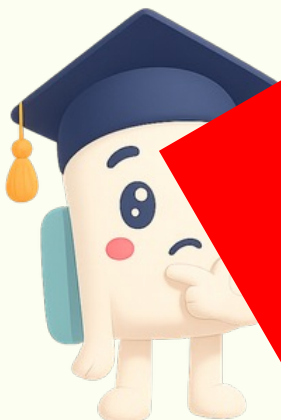


Question 5

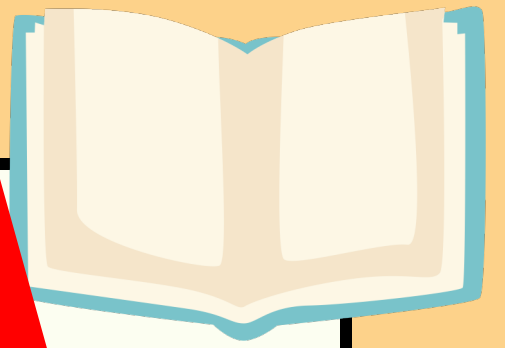


The experiment began in the library. The investigation soon moved
outside.

Which pair of words linked the same activity across the two sentences?

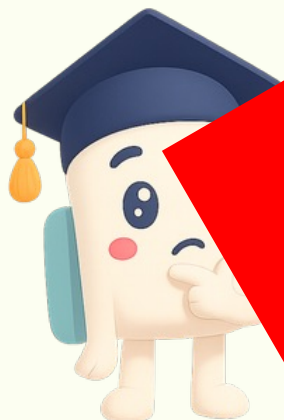


Answer 5

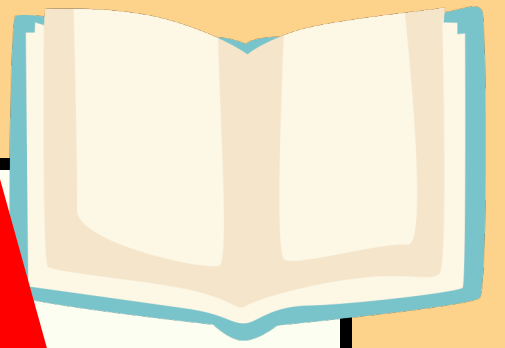


experiment and investigation

The new synthesis vary reference to the same activity and avoid clumsy repetition.



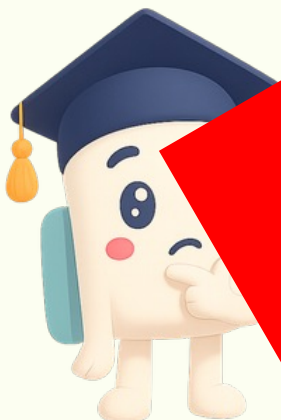
Question 6



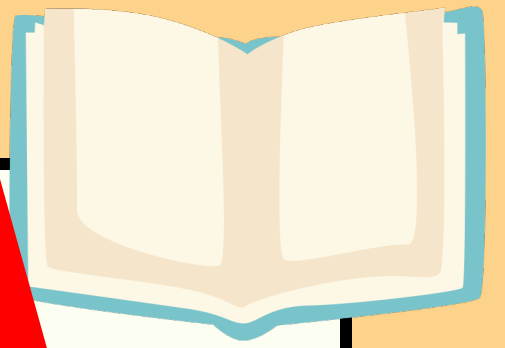
TRUE OR FALSE

Antonyms can connect ideas by creating a clear contrast.

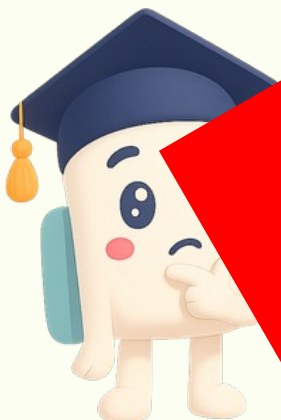
Are you ready to give an example?



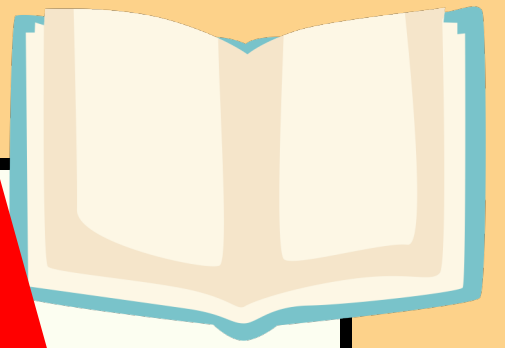
Answer 6



Antonyms such as light and dark can link opposing ideas. The contrast must be precise enough for the reader to understand the relationship.



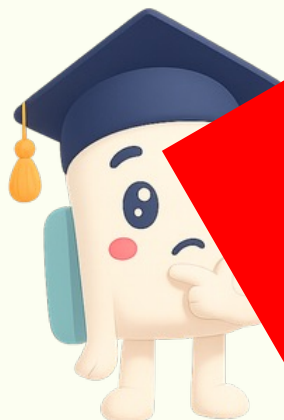
Question 7



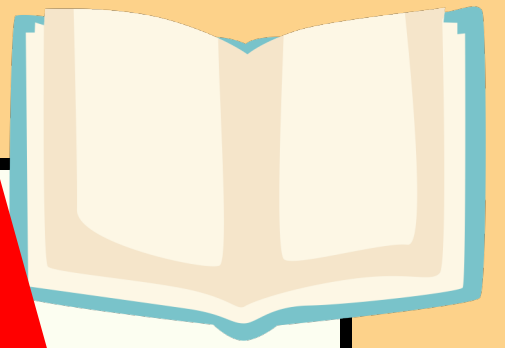
The solar oven reached its highest temperature. The _____ remained
_____ for two minutes.

Which general term avoids clumsy repetition?

A. device B. runner C. forest D. argument

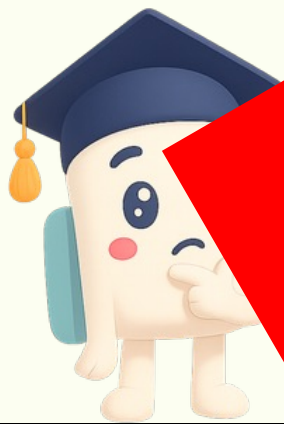


Answer 7

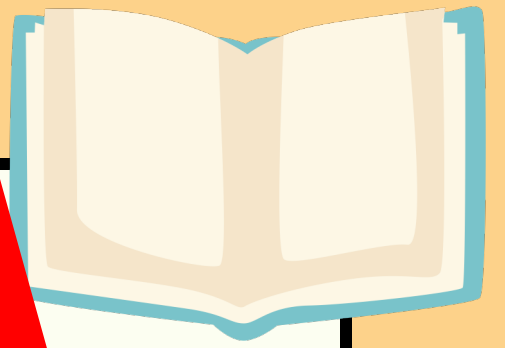


A. vice

Device is a general term that refers back to the solar oven without
repeating the full noun phrase.

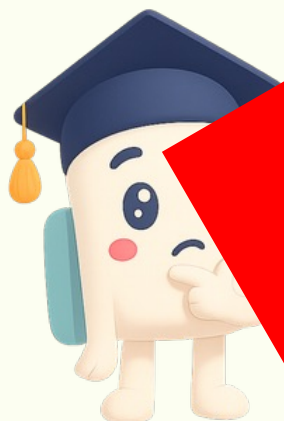


Question 8

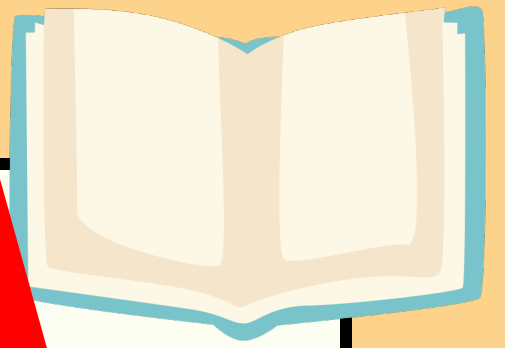


actor, rehearsal stage, applause

What semantic field connects these four words?

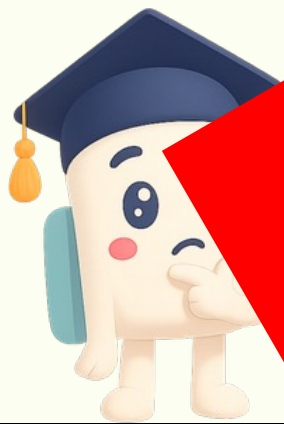


Answer 8

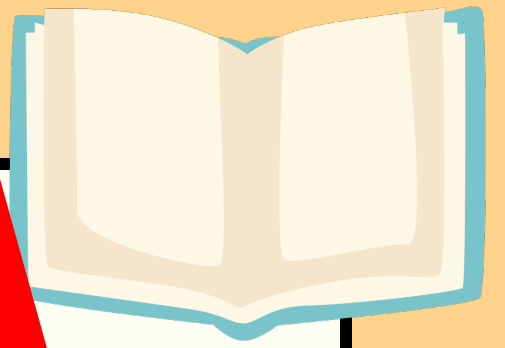


Theatre on performance

Each word contributes to the same topic, so the lexical chain helps
to reader maintain a clear setting.



Question Nine



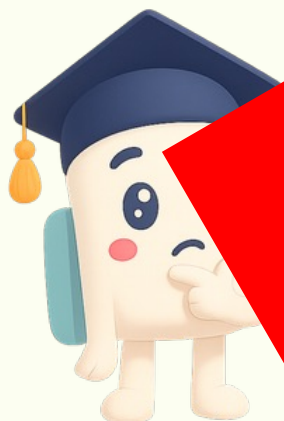
Choose the strongest and most precise revision.

A. Rain fell and things happened.

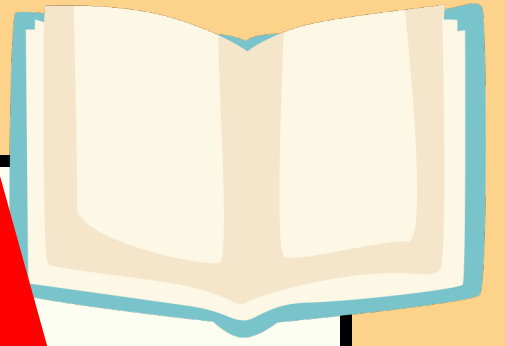
B. Rain fell, filled drains, and as a result the creek rose.

C. In the rain, rain filled the drains creek.

D. The creek rose. Bananas are yellow.

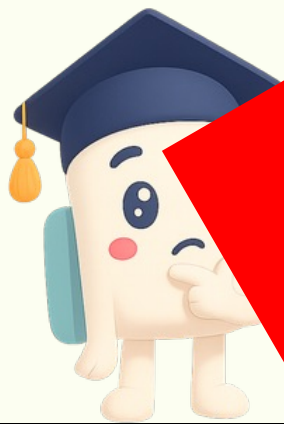


Answer Nine

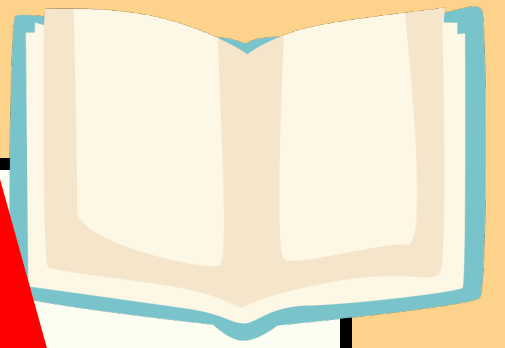


B. Rain fell. It filled rains, and as a result the creek rose.

The noun 'rains' provides reference, while as a result clearly signals cause and effect.



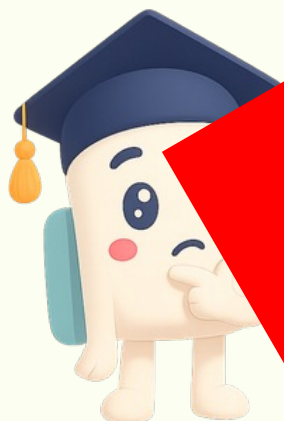
Question 10



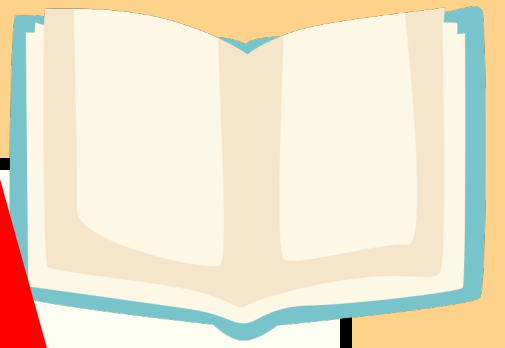
Revise this choppy set using purposeful repetition and a lexical chain.

The market was crowded. The market was noisy. The market was colourful.

Write two or three connected sentences.



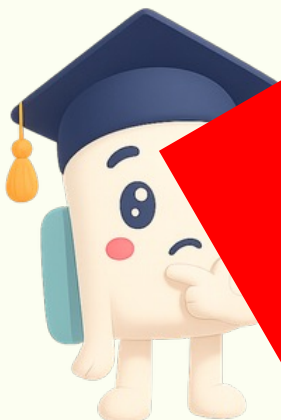
Answer 10



ONE VALID MODEL

The market buzzed with vendors, music, and bright stalls. The market was crowded, but its cheer and energy drew us closer.

The market's repetition once for continuity, and related words build the scene.





Well Done!

PREVIEW

