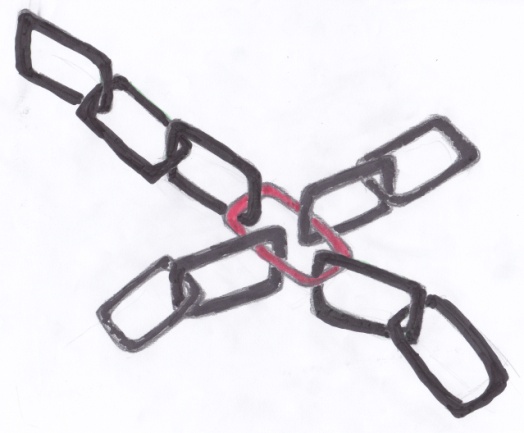
15. Cohesive devices I



1. Read the following story and mark the features that make this text coherent (organised and logical) and cohesive (well linked together).

*Making dinner*

*Beth decided to try to cook dinner for her family one day because her mother was very busy at work and did not always have time to cook.*

*“You don’t know how to cook!” her brother said. Beth looked through cook books and she found some lists of ingredients with instructions on how to make food she liked. She drove to the grocery store and got all necessary items to make the dinner she wanted. Then she came home and gathered her pots and pans.*

*The first recipe was too difficult to understand. Beth tried to follow the instructions but the food burned. The second recipe was the same way so she had to throw out the bad food.*

*Beth was sad because she wanted to do something and failed. Finally, she decided to try one last recipe. The last recipe turned out well and when her mother came back home that night, there was a nice hot dinner waiting.*

*“I guess you can cook after all!” her brother said.*

<http://freepdfdb.com/pdf/intermediate-short-stories-making-dinner-2162679.html>

2. What is its organisation structure of the text, how many paragraphs are there? Can you identify the topic sentences? Find the main idea of each paragraph and make the structure of this text.

3. How is the text above linked together? Which linking words/cohesive devices can be found there? Write them into a table according to their meaning.

A table of linking words:

|  |  |
| --- | --- |
|  | Adds information on the same topic; more examples: *too, also, furthermore, in addition to this, besides, moreover…* |
|  | Makes contrasting points; more examples: *yet, however, nevertheless, still, even so, although, despite the fact that…* |
|  | Expresses why/cause; more examples: *due to the fact, since, as, owing to the fact that…* |
|  | Expresses effect; more examples: *therefore, thus, consequently, as a result, for this reason* |
|  | Lists points in a specific sequence (beginning, continuing, concluding); more examples: *first of all, to begin with, after this, next, finally, last but not the least* |

4. Read the following definitions and add the missing words (cohesive; coherent).

*A piece of writing is ……………………. if it is clearly organised and has a logical sequence of ideas.*

*A paragraph or section of text is …………………… if the sentences are well structured, well linked and there is no unnecessary repetition.*

5. Put the mixed up text into the right order. Underline the topic sentences.

*Better to be unlucky*

*A.*

*Sam is slowly getting better. He was in the hospital for a month. His hospital bill was $110,000. And the insurance company for the little sports car’s owner sued Sam for $9,000 worth of repairs. Also, Sam still has to pay federal taxes on his winnings. Sam doesn’t play the state lottery any more. He says it’s better to be unlucky.*

*B.*

*Firstly, Sam flipped a coin. It came up heads, because Sam picked the teenager. He picked right. The stop sign was run only 76 times, and the teen clicked 120 times. Sixty-year-old Sam jumped for joy*, *although he had just won 1000 times 120, or $120,000. Sam dreamily left the lottery studio. Talking excitedly on his cell phone while crossing the street, he got hit by a little sports car.*

*C.*

*Sam correctly guessed 1000X, but he still had to choose between two variables. One variable was the number of cars that would run the stop sign at Hill Street and Lake Avenue in six hours. The other variable was the number of times that a teenage boy would change TV channels in a three-hour period. This was a tough decision.*

*D.*

*Sam, an unemployed piano tuner, said it was only the second thing he had ever won in his life. The first thing was an Afghan blanket at a church raffle when he was 25 years old. But this was much bigger: it was $120,000! He had won the Big Cube, a state lottery game. To win, a contestant must first guess which number a spinning cube will stop on. The cube has six numbers on it: 1X, 10X, 50X, 100X, 500X, and 1000X. If he is correct, the contestant must then guess which of two selected variables is going to be greater. So, just guessing which number appears on the cube does not guarantee that you will win any money.* <http://www.rong-chang.com/qa2/stories/story007.htm>

6. Correct the mistakes in linking words and use the following words (so, finally, but, since).

*Firstly, Sam flipped a coin. It came up heads, because Sam picked the teenager. He picked right. The stop sign was run only 76 times, and the teen clicked 120 times. Sixty-year-old Sam jumped for joy*, *although he had just won 1000 times 120, or $120,000. Sam dreamily left the lottery studio. Talking excitedly on his cell phone while crossing the street, he got hit by a little sports car.*

7. Write the introductory paragraph of a story called „ My Lucky Day“.

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<http://freepdfdb.com/pdf/intermediate-short-stories-making-dinner-2162679.html>

**Answer key:**

1. The text is coherent because the ideas are organised into paragraphs, usually there is one main idea in the paragraph. The structure of the text contains an introduction, a body (3 paragraphs) and a closing. There is a variety of cohesive devices (reference, ellipsis) and linking words (because, then, but, so, and, finally).
2. The organisation structure (students answers may vary in wording the main ideas):

Introduction (Beth wants to make a meal)

Body: Getting ready

Testing

Successful at last

Closing (A good cook)

1. A table of linking words:

|  |  |
| --- | --- |
| ***AND*** | Adds information on the same topic; more examples: *too, also, furthermore, in addition to this, besides, moreover…* |
| ***BUT*** | Makes contrasting points; more examples: *yet, however, nevertheless, still, even so, although, despite the fact that…* |
| ***BECAUSE*** | Expresses why/cause; more examples: *due to the fact, since, as, owing to the fact that…* |
| ***SO*** | Expresses effect; more examples: *therefore, thus, consequently, as a result, for this reason* |
| ***THEN, FINALLY*** | Lists points in a specific sequence (beginning, continuing, concluding); more examples: *first of all, to begin with, after this, next, last but not the least* |

1. Read the following definitions and add the missing words (cohesive; coherent).

*A piece of writing is ……COHERENT………………. if it is clearly organised and has a logical sequence of ideas.*

*A paragraph or section of text is ………COHESIVE…………… if the sentences are well structured, well linked and there is no unnecessary repetition.*

1. Better to be unlucky; 1.D, 2.C, 3.B, 4.A

Topic sentences:

*Sam, an unemployed piano tuner, said it was only the second thing he had ever won in his life.*

*Sam correctly guessed 1000X, but he still had to choose between two variables.*

*Finally, Sam flipped a coin.*

*Sam is slowly getting better. He was in the hospital for a month.*

1. Correct the mistakes in linking words and use the following words (so, finally, but, since).

*Finally, Sam flipped a coin. It came up heads, so Sam picked the teenager. He picked right. The stop sign was run only 76 times, but the teen clicked 120 times. Sixty-year-old Sam jumped for joy*, *since he had just won 1000 times 120, or $120,000. Sam dreamily left the lottery studio. Talking excitedly on his cell phone while crossing the street, he got hit by a little sports car.*

1. Student´s own answers.