Cohesive devices II

<http://khoaanh.net/_upload/NewsImages/1113.jpeg>

1. Answer the following questions:

*What makes a text easy to read?*

*What is cohesion?*

*Do you know any cohesive devices?*

2. Which cohesive devices are mentioned in the text on cohesion?

<http://en.wikipedia.org/wiki/Cohesion_(linguistics)>

3. Read the following sentences and find out examples of **reference, conjunction, substitution, ellipsis**

* *I like my sister. She is very friendly and open-minded person.*
* *I was so stressed before the exam. My classmates were too.*
* *I liked the film very much and did not mind it was without subtitles.*
* *I found a purse yesterday. I didn´t know it was hers.*
* *Say you are sorry when you hurt someone.*

4. When do you use linking words? What do they express?

5. Complete the table with linking words from the list:

*In short/briefly; Who/whose/where/whom; When/since/before/after; And/furthermore/in addition to/moreover; One advantage/a further advantage; One disadvantage of/the main disadvantage; In my opinion/In my view/ I think that/As far as I am concerned; As…as/more…than/ less…than; Yet/however/nevertheless/but/ still/although; If/in case of/provided that/ only if/as long as; Firstly/ thirdly/finally/to start with; For example/ such as/ like/especially; Of course/clearly/obviously; Because/due to the fact/since/for this reason; Finally/lastly/above all/all in all/To sum up/In conclusion; Thus/therefore/so/consequently/as a result; In case/for fear/so that/in order to; Generally/in general/on the whole*

|  |  |
| --- | --- |
| 1. Adding points |  |
| 2. Advantages |  |
| 3. Comparison |  |
| 4. Condition |  |
| 5. Conclusion |  |
| 6. Disadvantages |  |
| 7. Emphasising |  |
| 8. Expressing cause/why |  |
| 9. Expressing effect |  |
| 10.Expressing purpose |  |
| 11. General comments |  |
| 12. Giving examples |  |
| 13. Listing points |  |
| 14. Making contrast |  |
| 15. Personal opinion |  |
| 16. Relatives |  |
| 17. Summarising |  |
| 18. Time expressions |  |

6. Discuss the following conjunctions, their meaning, position in a sentence (*whatever, if, which, when, as, where, and, but, otherwise*). Complete the following text and use given cohesive devices.

A generation ago, Europeans moving to the United States were moving to a place ................ religion mattered more as a determinant of social life than it did in many parts of Europe. Catholic emigrants from Ireland, Italy and Poland found themselves drawn into a Catholic social network, ........... marriage market; north German and Scandinavian migrants into a Protestant one. ................. held these networks together, it was not nostalgia for a single fondly remembered homeland.

"Place nostalgia" probably works best as a binding force when memories of the homeland include at least some periods of happy co-existence, ................... was the case in Tito's Yugoslavia. It is less likely to work when one group of people were forced to leave, in unpleasant circumstances, by their neighbours; and ..................... the conflict back home remains unresolved. People who still hope to play a part in the affairs of their homeland and perhaps avenge past wrongs are unlikely to bond with the other side.

Here is a final example, ......................... illustrates both sides of the argument. Baku, the capital of Azerbaijan, was once a brassy, cosmopolitan city where notionally Shia Muslim Azeris rubbed shoulders with Jews as well as Armenians and ethnic Russians of loosely Christian heritage. Its residents, the Bakintsi, had a strong identity. .................. the Armenians were driven out in a night of rioting in 1988 (and Azeris living in Yerevan, the Armenian capital, were forced out not long after.) ........... two Bakintsi aged 60 or so with different

beliefs were to meet now in some distant spot, they might well bond over common memories of jazz clubs and school classes in scientific socialism. But it would probably be easier if they had both left before 1988; ..................... the questions about "what was he doing when...." would be too painful.

<http://www.economist.com/blogs/erasmus/2013/06/little-more-faiths-groups-and-places>

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**Answer key:**

1. Questions:

A coherent text is clearly organised and has a logical sequence of ideas.

Sentences are well structured and linked together and there is no unnecessary repetition.

A text is cohesive if the sentences are joined together with appropriate cohesive devices. Students own answers.

2. Definition of cohesion – Wikipedia

<http://en.wikipedia.org/wiki/Cohesion_(linguistics)>

3. Examples of **reference, conjunction, substitution, ellipsis**

* *I like my sister. She is very friendly and open-minded person*. (reference)
* *I was so stressed before the exam. My classmates were (stressed) too.* (ellipsis)
* *I liked the film very much and (I) did not mind it was without subtitles.* (ellipsis)
* *I found a purse yesterday. I didn´t know it was hers.* (substitution)
* *Say you are sorry when you hurt someone.* (conjunction)

4. Linking words link sentences or paragraphs together. They express e. g. addition of information, condition, comparison, conclusion, effect, advantage/disadvantage, etc.

5. The table:

|  |  |
| --- | --- |
| 1. Adding points | *And/furthermore/in addition to/moreover* |
| 2. Advantages | *One advantage/a further advantage* |
| 3. Comparison | *As…as/more…than/ less…than* |
| 4. Condition | *If/in case of/provided that/ only if/as long as* |
| 5. Conclusion | *Finally/lastly/above all/all in all/To sum up/In conclusion* |
| 6. Disadvantages | *One disadvantage of/the main disadvantage* |
| 7. Emphasising | *Of course/clearly/obviously* |
| 8. Expressing cause/why | *Because/due to the fact/since/for this reason* |
| 9. Expressing effect | *In case/for fear/so that/in order to* |
| 10.Expressing purpose | *Thus/therefore/so/consequently/as a result* |
| 11. General comments | *Generally/in general/on the whole* |
| 12. Giving examples | *For example/ such as/ like/especially* |
| 13. Listing points | *Firstly/ thirdly/finally/to start with* |
| 14. Making contrast | *Yet/however/nevertheless/but/ still/although* |
| 15. Personal opinion | *In my opinion/In my view/ I think that/As far as I am concerned* |
| 16. Relatives | *Who/whose/where/whom* |
| 17. Summarising | *In short/briefly* |
| 18. Time expressions | *When/since/before/after* |

6. *If* – expresses condition; it is usually used at the beginning of adverbial clauses of condition.

*Which* – a relative pronoun that introduces more information about something; usually used at

the beginning of a relative clause.

*When* – expresses time (in this context); it is used at the beginning of a time clause.

*As* – expresses cause; it is used at the beginning of adverbial clauses of reason.

*Where –* relative pronoun that introduces more information about a place; it is used at the

beginning of phrases that refer to a place.

*And -* adds information; this conjunction is used to connect words or parts of sentences.

*But* – expresses contrast; this conjunction is used to introduce a word or a phrase that contrasts with what was said before.

*Otherwise* – expresses consequence of a condition; this conjunction is used to state the result or situation that would be if something did/did not happen.

A generation ago, Europeans moving to the United States were moving to a place 1) where religion mattered more as a determinant of social life than it did in many parts of Europe. Catholic emigrants from Ireland, Italy and Poland found themselves drawn into a Catholic social network, 2) and marriage market; north German and Scandinavian migrants into a Protestant one. Whatever held these networks together, it was not nostalgia for a single fondly remembered homeland.

"Place nostalgia" probably works best as a binding force when memories of the homeland include at least some periods of happy co-existence, 3) as was the case in Tito's Yugoslavia. It is less likely to work when one group of people were forced to leave, in unpleasant circumstances, by their neighbours; and 4) when the conflict back home remains unresolved. People who still hope to play a part in the affairs of their homeland and perhaps avenge past wrongs are unlikely to bond with the other side.

Here is a final example, 5) which illustrates both sides of the argument. Baku, the capital of Azerbaijan, was once a brassy, cosmopolitan city where notionally Shia Muslim Azeris rubbed shoulders with Jews as well as Armenians and ethnic Russians of loosely Christian heritage. Its residents, the Bakintsi, had a strong identity. 6) But the Armenians were driven out in a night of rioting in 1988 (and Azeris living in Yerevan, the Armenian capital, were forced out not long after.) 7) If two Bakintsi aged 60 or so with different beliefs were to meet now in some distant spot, they might well bond over common memories of jazz clubs and school classes in scientific socialism. But it would probably be easier if they had both left before 1988; 8) otherwise the questions about "what was he doing when...." would be too painful.