

Cohesion Clarified

Annotation from the exemplification materials:	Example from the portfolio:	Further analysis of the cohesive strategy identified:	Advice for the writer...
<p>Repetition here of <i>she knew</i> (from the preceding sentence) provides cohesion and emphasises Ana's state of mind.</p>	<p><i>She knew what it was. She knew that as soon as she opened it, she would weep.</i> (Piece A)</p>	<p>This is the only example in the whole text (piece A) where two adjacent sentences start with the same word (two words in fact). Therefore, these two sentences stand out to the reader and reassure us that it was a deliberate technical choice by the writer.</p>	<p>Start two adjacent sentences in the same way for emphasis (try repeating more than just the first word; experiment with repeating the first two e.g. the noun and the verb – does this make the repetition even more noticeable?). This technique might work well for introducing your character at the start of a story and reinforcing their attributes or beliefs. E.g. <i>She hated Thomas. She hated him more than she had ever hated anyone in her whole life.</i> Use this technique sparingly so that these sentences stand out to the reader.</p>
<p>Cohesion, within and across sentences and paragraphs is achieved through adverbials...</p>	<p><i>Suddenly, Soon, All of a sudden, Slowly</i> (Piece A)</p> <p><i>One spooky night, Meanwhile, On the morning of their coronation</i> (Piece B)</p>	<p>M. uses these well to organise the 'action' stage of his story (Piece A), using a different adverbial to start each paragraph.</p>	<p>Use adverbs/adverbials at the start of sentences/paragraphs to tell the reader when things happen, and how quickly they occur, and to convey the order on which events take place.</p> <p>Adverbials of time work particularly well to structure the action part of your story and stop the events merging into one another and becoming a blur to the reader.</p>

<p>Cohesion, within and across sentences and paragraphs is achieved through the use of pronouns...</p>	<p>Ana stared at the <u>present</u> with sadness. She knew what <u>it</u> was. She knew that as soon as she opened <u>it</u>, she would weep. (Piece A)</p>	<p>M. balances the use of nouns and pronouns e.g. he/she states the noun in clause one, and thereafter uses the appropriate pronoun in its place.</p>	<p>Avoid repeating the character's name or the subject of the sentence by over-using the noun. Try using a pronoun instead. Make sure to read the sentence/s back and check that the reader will not lose track of what/or who you are writing about. How many sentences can you avoid using the noun for, before the meaning becomes unclear?</p>
<p>Cohesion, within and across sentences and paragraphs is achieved through the repetition of vocabulary...</p>	<p><i>She looked around, and noticed a figure; a tall figure; with dark hair and ocean blue eyes....</i> <i>She peered down at the young soldier, with bafflement. The man had brown hair and ocean blue eyes...</i> (Piece A)</p>	<p>M. repeats this noun phrase twice in the text to guide the reader towards an important revelation (in this example, towards recognising that the unnamed soldier is actually Ana's father).</p>	<p>Identify a key image in the story and keep repeating it throughout the text, using the exact same words each time. Have you mentioned it enough times to draw the reader's attention to it?</p>
<p>Cohesion within sentences is achieved through repetition of clause structures.</p>	<p><i>Suddenly, everything started to shake, everything started to disappear, everything was gone, exactly, gone.</i> (Piece A)</p> <p><i><u>Additional example (not noted in the annotations):</u></i> <i>She needed to get out, she needed to go!</i> (Piece A)</p>	<p>M. mirrors the type/class and order of words in adjacent clauses on two occasions in Piece A. The first two clauses in the first example follow the same pattern: <u>pronoun</u> followed by <u>past tense verb</u>, followed by <u>infinitive form of the verb</u>. M. does this at two points of high drama/tension in the narrative (1: when Ana enters the time-slip world; 2: when Ana needs to escape this world).</p>	<p>To create dramatic tension, repeat whole clauses/sentences, just changing a single word each time. Do this sparingly so that the impact is not lost. Try using this technique to signify points of high tension e.g. when your character a new place or strange world, and again when they need to leave that place.</p>

Cohesion is further supported through synonymous references to the same subject.	<i>a man, he, Gary, the man</i> (Piece B)	M. starts the piece by referring to 'the/a man' and then slowly replaces this reference with the proper noun, 'Gary' as the writing progresses. This helps to convey a developing familiarity with the main subject of the recount as the re-telling progresses.	Try to refer to the main subject in your writing in a number of different ways, not always using their name/proper noun. To build up your reader's sense of familiarity with the main character in a story, try starting your writing using the generic noun/pronoun, and then introduce the proper noun a bit later.
Straightforward adverbials provide a sense of cohesion, steering the reader through the day's events in sequence.	<i>When, Firstly, During break, After lunch, At the very, very end</i> (Piece B)	M. often uses these simple adverbials of time to begin new paragraphs in his recount.	When recounting an event, use adverbials of time to indicate the order in which events take place. Be aware that when you use a new adverbial of time, it might indicate the need to start a new paragraph.
Cohesion is achieved within and across the 4 paragraphs through the use of adverbs.	<i>Consequently, however</i> (Piece E)	M. uses these single adverbs to start sentences within paragraphs, rather than to begin the paragraphs themselves. Instead, M. uses adverbials, longer phrases and clauses to start the paragraphs in the argument text.	Use connecting adverbs to link a sentence with the preceding one. This allows the writer to follow-up a point that they are making. Can you find examples of argument texts where connecting adverbs (single words) are used to start paragraphs? Or, are they more commonly used to link sentences within paragraphs (most likely)? Try copying this technique in your own writing.

<p>Cohesion is achieved within and across the 4 paragraphs through the use of contrast.</p>	<p><i>While other people believe, on the other hand, on the contrary</i> (Piece E)</p>	<p>M. uses a range of phrases/clauses to present conflicting beliefs within single paragraphs. M. often states a positive aspect of the topic (graffiti) and then uses one of the phrases/clauses listed to introduce a contrasting negative point of view within the same sentence.</p>	<p>Try experimenting by gathering all the ‘for’ arguments together in one paragraph and linking sentences with connecting adverbials/adverbs e.g. moreover, in addition, furthermore; then, gather all ‘against’ arguments in a separate paragraph and link them in a similar way. E.g. <i>Graffiti is disliked by many people. Furthermore, it is illegal in many places. In addition,...</i></p> <p>Then, try placing ‘for’ and ‘against’ arguments within one paragraph, using the phrases/clauses listed to create contrast within and across sentences. E.g. <i>Graffiti is disliked by many people. On the other hand, there are many people who consider graffiti to be an art form.</i></p> <p>Which version is better at conveying a balanced argument? Which is easier to organise, structure and write?</p>
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