

LO: To identify and use a range of cohesive devices

At the end, you should be able to do the following:

- Name types of cohesive device
- Identify cohesive devices in a piece of writing
- Improve a text by adding appropriately chosen cohesive devices

Warm up

Group these adverbials into the following categories:

Where = Place. When = Time. How = Manner.

How often = Frequency.

- Slowly
- Regularly
- At 9:00pm
- In the distance
- Often
- Down the road
- Hesitantly
- Whilst I brush my hair
- Every day
- Every time the doorbell rings
- However hard I tried
- Loudly

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Discuss these question with your partner:

- What is cohesion?
- How can we tell if something is cohesive?
- How do we achieve it?
- What are cohesive devices?
- Can you think of any examples? – What makes our writing cohesive?

Determiners

“Determiners specify which **noun(s)** we are talking about.”

- E.g. **the, a, an, some, several, all of the, one, many, no, either**
- Determiners are perhaps the most simplest form of cohesive devices.

Without them, our writing does not flow very well.

- E.g.
 - Dog bit man because dog was angry. Man shouted at dog. Dogs came around corner and chased men away.
 - **A** dog bit **a** man because **the** dog was angry. **The** man shouted at **the** dog. **Several** dogs came around **the** corner and chased **the** men away.

Pronouns

“Pronouns can act as a noun phrase.”

- E.g. he, she, it, they, them, we, theirs, itself, themselves, us, anybody

Relative pronouns are used to form relative clauses

- E.g. who, that, whom, whose, which

We use pronouns to avoid over repetition of nouns.

- E.g.
 - The man was shopping at the supermarket. The man decided to buy some cheese. However, when the man got home, the man found out that the cheese was out of date. Finding out that the cheese was out of date made the man very sad.
 - The man was shopping at the supermarket. **He** decided to buy some cheese. However, when **he** got home, **he** found out **it** was out of date. This made him very sad.

Conjunctions

“Conjunctions join clauses together within a sentence.”

Co-ordinating conjunctions – For, and, nor, but, or, yet, so

Subordinating conjunctions – because, although, while, since, even though, if, whereas, provided, before, after

By joining our clauses together, we are able to **vary** our sentences and add more **cohesion** to our writing.

- E.g.
 - The girl hated winter. She could not stand the cold.
 - The girl hated winter **because** she could not stand the cold.

Adverbial

“Adverbials typically add detail to the verb by describing where, when, how or how often the action occurs.”

- E.g. Occasionally, in the dark, aggressively, frequently
- Adverbials can be adverbs, adverbial phrases or adverbial clause
- Fronted adverbials are an effective way to create cohesion
- Some adverbials don't fit into “where”, “when”, “how”, “how often” categories. These adverbials will often be referring to the previous sentence and are particularly effective at creating cohesion.
- These adverbials can show exceptions, cause & effect, comparison, clarification, emphasis
 - E.g. However, furthermore, alternatively, consequently, because of this, in conclusion, in other words, also, most importantly,

Ellipses

“Omission of words or sentences which are implied; Usually represented by a series of three dots -”

- **Ellipses can be used cohesively** by allowing us to clearly show interruptions (often in speech).
 - E.g. Harry looked slightly confused, “How do you...”
“It’s on the front cover!” Hermione interrupted suddenly.
- **Cliff-hangers** (to imply missing information)
 - E.g. He stepped forwards...
- **Where words are not included (to avoid repetition)**
 - E.g. Do you want go to the park or [do you want to] go out tonight.
- **In response to a question**
 - Why did the chicken cross the road? [The chicken crossed the road] to get to the other side.

Paragraphing

Using paragraphs carefully and concisely allows us to create cohesion.

- If our paragraphs are too long or too short, it can make our writing less cohesive
- We start a new paragraph when we:
 - Start a new topic or idea
 - Significant change in time
 - Change in viewpoint
 - New speaker
 - Significant change in place

Wide range of vocabulary

- By choosing **precise vocabulary**, we can make our writing more cohesive.
- Over repetition of the same words – particularly adjectives - can make our writing appear “clumpy”.
- Just like **the use of pronouns**, **using synonyms** will help the flow of our writing
- However, it is important to remember that using lots of similar adjectives to describe the same noun can also have a negative impact on our writing.
- On the other hand, we can often **repeat particular words and phrases for emphasis.**

Examples of cohesive devices:

- Simile starters – Like thunder,.....As shaky as a leaf,...As quick as he could....
- Ed starter- Frightened,.....Disturbed,.....Disgusted,....
- Ing starter – Petrifying,.....Jumping,.....Starving,....
- Ly starter – Crucially,.....Unsurprisingly,.....Fantastically,....
- Onomatopoeia – BANG! THUD! The tree fell down.
- Speech – “What was that?” he pondered quietly....
“AAAAHHHH!” shrieked the boy
- Fronted adverbials – Trembling with fear...Walking through the school.....On the way to meet my friend....
- Subordinate clause – Because he didn’t listen....Although she was hungry....Whenever they play basketball...
- Varying sentence length – short, medium and long sentences
- Punctuation to link main clauses together – dash, semi-colon or a colon
- Shift in time – Twenty minutes later.....One week on.....
- Shift in place – Meanwhile, at the park.....Elsewhere, near the castle....
- Time connective -
Next.....Suddenly....Subsequently...Consequently....Firstly....
- Question the reader – Do you think that...Why did she do that....
- Connective to add or contrast – furthermore, however, nevertheless, additionally, also
- Start with a noun – Leaves filled the air....Wind rushed through the room.....Noise scattered the birds...
- Ellipsis is considered a cohesive device according to STA video...

TASK 1 - Practise

Write a sentence about this picture using an 'ed' word.



Write a sentence about this picture using an 'ly' word.

TASK 2

TASK 2 - APPLY

Can you find the following examples in this text?

Identify an example of each and explain how cohesion was achieved.

1. Powerful adjectives
2. Adverbs ? Words which describe the Iron Man's movement.
3. Similes!
4. Repetition
5. Determiners (not just 'a' and 'the')
6. Pronouns

1

The Coming of the Iron Man

The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned

He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted – up, out, into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off.