



IELTS Writing Community

Hamed Mohammad Hosseini



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Lecture 8 Coherence and Cohesion Conjunctions

Coherence and Cohesion

Coherence and Cohesion

Coherence means the connection of ideas at the idea level, and **cohesion** means the connection of ideas at the sentence level.

Basically, **coherence** refers to the “**rhetorical**” aspects of your writing, which include developing and supporting your argument. The **cohesion** of writing focuses on the “**grammatical**” aspects of writing.

One of the practical tools that can help improve the **coherence** of your writing is to use a **concept map**.

Cohesion immediately affects the **tone** of your writing.

Example for Cohesion

The hotel is famous. It is one of the most well-known hotels in the country. The latest international dancing competition was held at the hotel. The hotel spent a lot of money to advertise the event. Because the hotel wanted to gain international reputation. But not many people attended the event.

(The connection of ideas is not very good.)

The hotel, which is one of the most well-known hotels in this region, wanted to promote its image around the world by hosting the latest international dancing competition. Although the event was widely advertised, not many people participated in the competition.

(The connection of ideas is better than in the first example.)

The latest international dancing competition was held at the hotel, which is one of the most well-known hotels in this region. The hotel spent a lot of money on advertising the event since it wanted to enhance its international reputation; however, it failed to attract many people.

(The connection of ideas is better than in the first example.)

Strategies for Creating Cohesion

Micro-Level Strategies

Conjunctions – These are used to place individual items of information into meaningful relationships with one another.

Reference – Using forward and backward reference within your texts enables you to pick up information already referred to, without having to repeat the same words and phrases.

Theme and thematic progression – Thematic progression builds meaning by carrying central ideas through the text.

Vocabulary choices – The use of repetition, synonyms and opposites, and other language choices ensures that your reader does not lose the thread of what you are writing about.

Using Conjunctions

1. Conjunctions of addition and replacement

Additive conjunctions simply add more information to what is already there.

and, also, in addition, not only ... but also, moreover, furthermore

Ex. *The study used a small sample only **and** was strongly criticized for this reason. **Furthermore**, the initial premise of the research was considered questionable in the light of previous evidence.*

Conjunctions of replacement replace one piece of information with another. That is, they offer an alternative.

or, or else, alternatively

Ex. *The results could be interpreted to mean that high levels of protein are beneficial to diet generally. **Alternatively**, they could also mean that high protein levels are only beneficial to severely overweight males.*

Using Conjunctions

2. Conjunctions of comparison, contrast and concession

Comparative conjunctions are used to link two ideas that are considered to be similar.
in the same way, likewise, just as, both ... and.

Ex. *Reading aloud to young children stimulates their interest in books. Similarly, visiting libraries or book fairs has been shown to increase children's readiness to engage with print.*

Contrastive conjunctions link two ideas that are considered to be different.

but, however, in contrast, on the contrary, while, whereas, instead, nevertheless, yet, still, neither ... nor.

Ex. *This evidence points clearly to a fall in the number of unemployed. On the other hand, anecdotal evidence from reputable charities suggests that the number of people seeking financial support has increased.*

Using Conjunctions

2. Conjunctions of comparison, contrast and concession

Concessive conjunctions are a subgroup of contrastive conjunctions. They are used to contrast one idea with another where one piece of information appears to be surprising or unexpected in view of the other idea.

although, even though, despite, in spite of

Ex: *Even though money has been poured into literacy programs, literacy levels among 12-15 year olds do not appear to be improving.*

Using Conjunctions

3. Conjunctions of exemplification and restatement

Conjunctions of exemplification are simply used to introduce examples.

for example, to illustrate this, such as

Ex. *There are many ways of interesting young children in reading. **For instance**, regular trips to the library have been shown to greatly increase children's awareness of books.*

Conjunctions of restatement are used to reword or sum up information.

that is, to put it another way, to sum up, in brief.

Ex. *The chances of children not finishing their education are magnified by certain factors. **In other words**, there are specific factors which will increase the likelihood of children leaving school early.*

Using Conjunctions

4. Conjunctions of cause and condition

Conjunctions of cause highlight a cause-effect relationship between two ideas or give a reason why something happens or is the case.

for this reason, as, because, because of this, therefore, thus, hence, as a result, consequently, since, so

Ex. *The purpose of the study was withheld from the participants **so that** the results would not be skewed.*

Conjunctions of condition outline or suggest the conditions under which something happens

unless, if ... then, in that case

Ex. ***If** literacy levels are to improve, more resources have to be put into teacher training.*

Using Conjunctions

5. Conjunctions of time

Conjunctions of time locate or sequence events or ideas in time.

after, afterwards, before, previously, prior to, to the present, at present, second(ly), third(ly), finally.

Ex. *The researchers **first** examined the impact of obesity on levels of childhood activity generally. They **then** narrowed their investigation to its impact on children's ability to cope at school.*

Writing Task THIRTEEN

By Hamed Mohammad Hosseini

Connect the Ideas below to Develop a Paragraph with a good Cohesion:

For many, studying history is quite a boring and a useless task.

They do not understand how important it is to study the history of a subject.

1. Studying History provides a student with skills.

These skills are not limited to the study of the past.

Skills of analysis are invaluable in many jobs,

The ability to analyse and then prioritise information is vital to decision making.

This provides a skill set for a student.

This keeps career options open.

2. There is a stigma attached to history that it is based entirely in the distant past.

This does not account for the huge amount of modern history which is studied in such depth.

It is important to study the past to make sense of current affairs.

Everything which is happening around us has been influenced by, and is a direct result of, that which preceded it.

The study of History is explicitly relevant to us.

Writing Task FOURTEEN

31. Contribute to: **to help to make something happen**

باعث شدن، کمک کردن (از این کلمه به جای **help** و یا **cause** می توانید استفاده کنید)

۳۱. علیرغم بدبینی در مورد ارتباط وقایع تاریخی با جامعه امروز، درک گذشته **کمک** به تصمیم گیری افراد در جوامع امروز میکند.

32. Draw on/upon something: **to use information, experience, knowledge**

از اطلاعات، تجربه و یا دانش استفاده کردن

۳۲. با مطالعه تاریخ، افراد از تجربه نسل های گذشته شان **استفاده کرده**، یک مسیر مشابه را به موفقیت انتخاب می کنند.

33. All-around [only before noun]: **good at doing many different things**

کاملاً ماهر، تمام عیار

۳۳. برای دانش آموزان، مطالعه تاریخ نه تنها برای جستجوی دانش، بلکه برای بالا بردن مهارت های آنها و ساختن افراد **تمام عیار** از خود است.

Writing Task FOURTEEN

34. Foster: to help a skill, feeling, idea etc develop over a period of time

بالا بردن، بهبود بخشیدن (از این کلمه به جای Improve، Develop و یا Promote در بیشتر مواقع میتوانید استفاده کنید)

۳۴. تمام این پیشرفت ها می توانند استقلال ذهنی یک دانش آموز را بالا ببرد. این نقاط قوت قابل انتقال به شغل ها و حرفه های آینده آنهاست.

35. Address: if you address a problem, you start trying to solve it

سروسامان دادن، حل کردن، برطرف کردن

۳۵. در حل مشکلات واقعی زندگی، وقایع جاری به افراد نکات و پندهای بیشتری نسبت به وقایع تاریخی می دهد.

Contact me



Hamed Mohammad Hosseini



t.me/Hamedmhosseini



hmhosseini@BayaneBartar.org