

Cohesion Devices, Local and Global

Local cohesion devices for marking transition from detail to detail within a major supporting point

- Moreover, . . .
- Consequently, . . .
- However, . . .
- For example, . . .
- and other “Linking words” in *Longman Language Activator* and in Appendix 2 (p. 149) in *You're in Charge*.

Global cohesion devices for marking transition from major point to major point

Global cohesion devices are clauses and sentences, not simply one- or two-word phrases. Some of the local devices presented above, however, can be used to mark global transition *if* they are used in combination with the global cohesion device. These devices are presented in the following chart. See examples below the chart.

| | | | |
|---|--|------------------------|---|
| 1 | One / Another reason for thinking that employers should be watched carefully | <u>is</u> | the discriminatory treatment of a large number of migrant workers |
| | An even more striking difference between A and B | <u>is that</u> | hormones are found in A and not in B. |
| 2 | Heredity <u>is</u> | yet one more way | to pass on traits. that traits are passed on. |
| | Our nation's reputation <u>is</u> | an additional argument | for sending such employers to jail. |
| 3 | As for commerce, As far as environment is concerned, Concerning the economy, | | (state your point) |
| 4 | (a general statement that <i>obviously</i> introduces a new topic/point) | | |

Examples of global devices (item numbers correspond with the numbers above)

1. Another reason for saying that Kim Jin-bom should be promoted is that he is responsible for a 30 percent increase in sales.
The biggest difference between Su-jin and Ju-hyon is in the way they do homework.
2. The way that Su-jin and Ju-hyon do their homework is a more convincing explanation for their different grades.
3. As for the way they do homework, Su-jin focuses on language while Ju-hyon focuses on technical features.
4. Profit [*the topic of the new point*] determines whether a company will succeed or fail. [*This device is often used as a transition from bridge sentence to first major support.*]

Examples of how the global devices can be used in a paragraph

This is one paragraph, with the central idea (in the topic sentence: TS) and 2 major supports.

TS: I cannot decide whether to ask Su-jin or Ju-hyon to do my homework for me because they both have certain shortcomings. [*Bridge sentence*] Focus on aspects of writing, along with imagination, are areas in which both of these students have problems.

- I (Global) *In good writing the aspects of language and technical features are equally important*, but Su-jin and Ju-hyo'n each focus on only one of them. Su-jin focuses on language while Ju-hyon focuses on technical features. (Local) For example, Su-jin will see a verb tense problem but she won't notice that the comma after the verb looks like a period. (Local) Moreover, she will sometimes forget any punctuation

mark at all. Ju-hyon, (Local) however, will make a stunningly artistic comma, but she won't put the third person singular -s on the verb.

- II *(Global)* As for imagination, one writer has none and the other has too much. *(Global)* *Su-jin's writing* totally lacks imagination. (Local) By way of illustration, the composition that she wrote on love was a list of clichés, such as “Love is never having to say you're sorry.” (Local) What's more, one can't see any original thought. Her unelaborated statement that “Love is better hate” (Local) is an instance of this. *(Global)* Ju-hyon, *on the other hand*, has an imagination that totally lacks discipline. . . .

The art of introducing major points in a paragraph

English has a few tools that you can use to introduce major points with good style and in a way that is more helpful to the reader.

These tools are different, though, for different places in the paragraph. For the first major point, which is very close to the topic sentence, we can use simple conjunctions. For the second major point, we can present the topic of that second point, a reminder of the paragraph's main idea, and then the topic's point. And for the third major point (and points after that), we can present the preceding point of points, a reminder of the main idea, and the new topic and its point.

The farther we get from the central idea (in the topic sentence), the more information we put in the transition.

The first major point: Start your first sentence with the topic, using the same words that were used in the bridge, or preface the point with a conjunction and the topic (conjunction → topic → point)

- (Topic, using the words in the bridge)...
- Concerning (topic)....
- As for (topic)....
- In regards to (topic)....

In the paragraph below, note how awkwardly the first major point (underlined) is introduced. One thing that makes it awkward is the presence of redundancy (“the amount of sleep one needs”). The “counter” cohesion device (“First” “Firstly”) adds to the problem; beginning writers use these counter devices very often, but mature writers rarely use them.

The speaker of Talk 1 supports DRS completely. The speaker agrees about the amount of sleep one needs, the cause of insomnia, and ways of dealing with insomnia. Firstly, both of them, the speaker and DRS, have the same opinion about the amount of sleep one needs. The speaker says that the requirement for sleep varies tremendously from one person to another. ...

The writer could fix the problem by 1) using a synonym for “the amount of sleep one needs” (maybe “sleep requirements”) and by 2) using one of the conjunctions presented above (“Concerning,” etc.):

...with insomnia. The amount of sleep one needs is defined in both DRS and Talk 1 as depending on the individual.

...with insomnia. As for sleep requirements, both the speaker and DRS have the same opinion. The speaker...

The second major point: Start with the new topic, include a reminder of the central idea and the new point.

Bad air, another form of pollution, also decreases the city's quality of life.

After the second major point: For third and following major points you can remind the reader of the preceding points and the central idea, with a sentence instead of a phrase or clause, using different words. (Of course, the new topic or point is included):

In addition to water and noise pollution, air pollution is a major contributor to the city's deteriorating quality of life.

Let's try these methods on the full paragraph.

The speaker of Talk 1 supports DRS completely. The speaker agrees about the amount of sleep one needs, the cause of insomnia, and ways of dealing with insomnia. Concerning the required

amount of sleep, the speaker says that the requirement varies tremendously from one person to another. Similarly, DRS says that there is no set number of hours you must sleep to maintain good health. The cause of insomnia, according to both articles, is stress. The speaker says that over 85 percent of the 300 insomniacs have one or more major pathological personality indication—depression, obsessive compulsive tendencies, and so on. DRS also says that stress, depression and physical illness are linked to insomnia. In addition to the number of hours we must sleep and the causes of insomnia, both presentations have the same opinion about ways to deal with it. The speaker says that if you miss an hour or two a night because you stay up to watch a television show, read a book or finish some work. DRS says that when you get out of bed after half an hour of sleeplessness, do something dull and read a book that doesn't interest you much.

The art of introducing major points in a multi-paragraph composition

We have already discussed transitions from one major point to another inside the paragraph. The focus here is on transition from paragraph to paragraph. A good topic sentence helps the reader see the flow of thought from one paragraph to the next paragraph.

The same basic principles that apply to global transitions within a paragraph apply to global transitions between paragraphs: Remind the reader of what was said previously, and introduce the new idea. We may use conventional cohesion devices, but that's not essential if the content of the topic sentence serves as a reminder and an introduction; reminding the reader of both the central idea of the preceding paragraph and the central idea of the essay is the most effective method of providing helpful cohesion. Remember that it is good to remind the reader not only of the central idea of the preceding paragraph but also of the thesis (the central idea) of the whole composition.

The topic sentence (the paragraph's introduction) need not be only one sentence.

The writer of the essay below used her topic sentences well to help the reader follow her line of thought through to the end of the essay. Note how, in addition to introducing the new point and reminding the reader of the central idea of the preceding paragraph, she also helped the reader keep the composition's thesis in mind.

Women in Traditionally Male-dominated Fields

Women's status is improving in even some traditionally male-dominated fields such as law and medicine, as the number of women in those fields is increasing, and as they are becoming more competitive.

One of the traditionally male-dominated fields in which women's position is changing is the medical field. The change occurs as more and more women are becoming doctors...

In addition to the increasing number of female doctors, another hopeful sign for women's status in the medical field is that many women in this field are growing competitive. Even though men are still dominating medicine, women are showing their potential that they can perform as well as men...

Another traditionally male-dominated field is the legal field; however, like the medical field, women's power in the legal field is also expanding as the number of them is increasing, and they are becoming competitive...