**Instructions:** Complete the following tasks and bring your homework to the next class.

**Part I:** Follow the link to an online form and complete the quiz.

<https://forms.office.com/Pages/ResponsePage.aspx?id=_cbR8PDfakiOkc_v78fZjb6RAPpAEUxIprFyhrVCyVhUMzZRNE9QOTdJOUE0S0RQTU8zUUlPRVpRUi4u>

**Part II:** Read the following text and, in your own words, define the two terms below the extract.

In general terms, cohesion refers to the connectivity of ideas in discourse and sentences to one another in text, thus creating the flow of information in a unified way. In addition, in textbooks on writing and composition, cohesion can also refer to the ways of connecting sentences and paragraphs into a unified whole. Although the terms cohesion and coherence are often used together, they do not refer to the same properties of text and discourse. Cohesion usually refers to connections between sentences and paragraphs, and coherence can also refer to the organization of discourse with all elements present and fitting together logically. For example, the presence of an introduction, a thesis statement, rhetorical support, and a conclusion can create a coherent essay that is not necessarily cohesive (Carrell, 1982; Chafe, 1994; Scollon & Scollon, 2001).

**Cohesion:**

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**Coherence:**

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**Part III:** Read the text below and come to class prepared to discuss what you have read.

Cohesive Ties And Lexical Substitution:

*Cohesive ties* (chains) and *lexical substitution* explain how cohesive elements act to join text by directly referencing another lexical item in the immediately preceding sentence. Cohesive chains can refer back to not just the immediately preceding sentence but even three or four sentences in a sequence. In Example (1), the cohesive chain spans the entire text by means of a chain from *John de Witt* to *His*, *he*, and the final *He* while the reader does not lose track of the chain's starting point.

*(1) John de Witt was one of the foremost European statesmen of the seventeenth century and grand pensionary (in effect, the first minister) of Holland. His international fame was all the more remarkable when we realize that he was one of the few representatives of a state who spoke on the behalf of the republic. He was an avid devote of reading and culture and belonged to a circle that discussed the latest ideas.* (Adapted from Perry et al., 2000).

In this text, the pronouns *his* or *he* refer back to John de Witt, and the cohesive chain is established by means of personal pronouns across three relatively long sentences.

Lexical substitutions work in similar ways across several sentences in which a lexical item is not only repeated, but replaced by a related item, synonym, or near synonym of the original word. In the following example, the noun phrase a *baby boom* is substituted by the related phrase *this 75-million-person-bulge*, then a general word *people*, as in *middle-aged people*, followed by a pronoun *they*, and finally the repeated noun *bulge*.

*(2) A baby boom took place in the United States between 1945 and 1965. This 75-million-person bulge will move upward through the country's age structure during the 80-year period between 1945 and 2025.... Today, these middle-aged people make up nearly half of all adult Americans. In sheer numbers they dominate the population's demand for goods and services. Companies not providing products and services for this bulge in the population can go bankrupt.* (Adapted from Miller, 2000)

This text actually includes another lexical substitution chain that moves from the *United States,* to *the country*, then to *Americans*, *the population*, and again repeated *the population*. The second chain of lexical substitutions largely follows the same pattern identified for the first: The original noun *the United States* is substituted by a related noun phrase *the country*, then by another related noun *Americans*, and finally by a near synonym repeated twice *the population*.

**Part IV:** Look at the essay below. Identify ways in which the essay could be improved. Use the information given to you in **Part III** as a guide.

This essay will look at how young people can be encouraged to vote in two main ways.

The government should devise campaigns to inform young people and increase young people’s awareness of the importance of voting.

Campaigns to inform young people should be as informal as possible and use electronic media such as blogs, websites or any other means that are accessible to young people’s generation. Later on, the medium could also include newspapers and posters.

The contents of the campaigns to inform young people should include the fact that voting is the right of every citizen, and state the benefits of voting such as the ability to choose the right representative for a particular area. It is also important to inform the young people that it is easy for them to vote.

After all the the campaigns to inform young people are done through the many information channels, the government may also promote voting by educating people in colleges, student guilds and other student organizations.

By taking these approaches, hopefully more young people will vote.

* Els van Geyte, *Learn to write better academic essays,* (London: Collins, 2013),p. 23.

**Part V:** Read the following question and write a thesis statement (claim) and three topic sentences (reasons) to support.

‘Some people argue that technological inventions, such as smartphones, are making people less socially interactive’ Do you agree?

Claim: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Data 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Data 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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