

# 4.14 Control over the elements of composition

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ Total: 14 marks

KEY WORDS coherence 连贯

## Objective

Build the skills to write with **coherence** 连贯.

You must be able to:

- state the three levels at which coherence occurs
- state what writers achieve coherence through
- name the devices that indicate relationships
- test a draft for coherence

## 1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Three levels

In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.

■ What achieves it

Writers achieve coherence when the arrangement and organization of reasons, evidence, ideas or details is logical. Coherence is a property of the arrangement, not of the connecting words.

■ Devices

Transitions, repetition, synonyms, pronoun references, or parallel structure indicate relationships between and among reasons, evidence, ideas and details.

■ The test

Read the first sentence of each paragraph in order. If they form an argument, the essay is coherent at the text level. If they are a list of topics, the arrangement has not been thought through.

## 2 Practice

2.1 State the three levels at which coherence occurs. [3]

2.2 Name three devices that indicate relationships. [3]

2.3 Coherence is a property of arrangement.

(a) State what this means about transitions. [2]

(b) State the test for coherence at the text level. [1]

## 3 Exam-style questions

3.1 Coherence occurs in a sentence, a paragraph and [1]

- A

B

C

D
- A a text  
B a title  
C a footnote  
D a margin

3.2 Writers achieve coherence when the arrangement of ideas is [1]

- A

B

C

D
- A logical  
B alphabetical  
C chronological only  
D decorative

**3.3** An essay is full of transitions and still hard to follow.

(a) State the likely problem.

[1]

(b) Explain how to fix it.

[2]

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