**Writing paragaphs: Cohesion**

Parte superior do formulário

Parte inferior do formulário

**Exercises - Answers.**

**Reference**

Examples of all features are shown.

**Exercise a**

Every organization, as soon as it gets to any size (perhaps 1,000 people), begins to feel a need to systematize its management of human assets. Perhaps the pay scales have got way out of line, with apparently similar-level jobs paying very different amounts; perhaps there is a feeling that there are a lot of neglected skills in the organization that other departments could utilize if they were aware that theyexisted. Perhaps individuals have complained that they don't know where they stand or what their future is; perhaps the unions have requested standardized benefits and procedures. Whatever the historical origins, some kind of central organization, normally named a personnel department, is formed to put some system into the haphazardry. The systems that they adopt are often modelled on the world of production, because that is the world with the best potential for order and system.

**Exercise b**

We all tend to complain about our memories. Despite the elegance of the human memory system, it is not infallible, and we have to learn to live with its fallibility. It seems to be socially much more acceptable to complain of a poor memory, and it is somehow much more acceptable to blame a social lapse on 'a terrible memory', than to attribute it to stupidity or insensitivity. But how much do we know about our own memories? Obviously we need to remember our memory lapses in order to know just how bad our memories are. Indeed one of the most amnesic patients I have ever tested was a lady suffering from Korsakoff's syndrome, memory loss following chronic alcoholism. The test involved presenting her with lists of words; after each list she would comment with surprise on her inability to recall the words, saying: 'I pride myself on my memory!' She appeared to have forgotten just how bad her memory was'.

**Substitution and ellipsis**

Identify examples of substitution and ellipsis in this text:

**Exercise c - substitution**

The human memory system is remarkably efficient, but it is of course extremely fallible. That being so, it makes sense to take full advantage of memory aids to minimize the disruption caused by such lapses. If external aids are used, it is sensible to use them consistently and systematically - always put appointments in your diary, always add wanted items to a shopping list, and so on. If you use internal aids such as mnemonics, you must be prepared to invest a reasonable amount of time in mastering them and practising them. Mnemonics are like tools and cannot be used until forged. Overall, however, as William James pointed out (the italics are mine): 'Of two men with the same outward experiences and the same amount of mere native tenacity, the one who thinks over his experiences most and weaves them into systematic relations with each other will be the one with the best memory.'

**Exercise d - substitution**

This conflict between tariff reformers and free traders was to lead to the "agreement to differ" convention in January 1932, and the resignation of the Liberals from the government in September 1932; but, until they resigned, the National Government was a genuine coalition in the sense in which that term is used on the continent: a government comprising independent yet conflicting elements allied together, agovernment within which party conflict was not superseded but rather contained - in short, a power-sharing government, albeit a seriously unbalanced one.

**Exercise e - ellipsis**

The number of different words relating to 'camel' is said to be about six thousand. There are terms to refer to riding camels, milk camels and slaughter camels; other terms to indicate the pedigree and geographical origin of the camel; and still others to differentiate camels in different stages of pregnancy and to specify in-numerable other characteristics important to a people so dependent upon camels in their daily life (Thomas, 1937)

"others" = "other terms"

**Exercise f**

There were, broadly, two interrelated reasons for this, the first relating to Britain's economic and Imperial difficulties, the second to the internal dissension in all three parties.

"the first" = "the first reason" and "the second" = "the second reason"

**Conjunction**

Identify examples of conjunction in the following texts:

**Exercise g**

These two forms of dissent coalesced in the demand for a stronger approach to the Tory nostrum of tariff reform. In addition, trouble threatened from the mercurial figure of Winston Churchill, who had resigned from the Shadow Cabinet in January 1931 in protest at Baldwin's acceptance of eventual self-government for India.

**Exercise h**

These two sets of rules, though distinct, must not be looked upon as two co-ordinate and independent systems. On the contrary, the rules of Equity are only a sort of supplement or appendix to the Common Law; they assume its existence but they add something further.

**Lexical cohesion**

Identify examples of lexical cohesion in the following texts:

**Exercise i**

The clamour of complaint about teaching in higher education and, more especially, about teaching methods in universities and technical colleges, serves to direct attention away from the important reorientation which has recently begun. The complaints, of course, are not unjustified. In dealing piece-meal with problems arising from rapidly developing subject matter, many teachers have allowed courses to become over-crowded, or too specialized, or they have presented students with a number of apparently unrelated courses failing to stress common principles. Many, again, have not developed new teaching methodsto deal adequately with larger numbers of students, and the new audio-visual techniques tend to remain in the province of relatively few enthusiasts despite their great potential for class and individual teaching.

**Exercise j**

When we look closely at a human face we are aware of many expressive details - the lines of the forehead, the wideness of the eyes, the curve of the lips, the jut of the chin. These elements combine to present us with a total facial expression which we use to interpret the mood of our companion. But we all know that people can 'put on a happy face' or deliberately adopt a sad face without feeling either happy or sad. Faces can lie, and sometimes can lie so well that it becomes hard to read the true emotions of their owners. But there is at least one facial signal that cannot easily be 'put on'. It is a small signal, and rather a subtle one, but because it tells the truth it is of special interest. It comes from the pupils and has to do with their size in relation to the amount of light that is falling upon them.