

## Cohesion

# Step 1: Recognising Devices to Build Cohesion – Fiction

## Introduction

**Match each cohesive device to the correct example.**

### Device

**Personal pronouns**

**Relative clause**

**Fronted adverbial**

**Parenthesis**

**Ellipsis**

### Examples

**Nervously, she walked into the classroom.**

**If only he hadn't left the door unlocked...**

**They had seen him with their own eyes.**

**He was the actor whose film they had seen.**

**The dog (a black and white collie) rounded up the sheep.**

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Nervously, she walked into the classroom.

If only he hadn't left the door unlocked...

They had seen him with their own eyes.

He was the actor whose film they had seen.

The dog (a black and white collie) rounded up the sheep.

## Varied Fluency 1

The combination of the thunderous fan chants and the pounding music from the announcement system was deafening. Kelvin tried to concentrate on what Coach Franks was saying but it was almost impossible in the din, so instead he focused on her whiteboard. Her pen scribbled furiously, leaving an 'X' here, an 'O' there, and instructional arrows all over the place. He knew the ball was going to wind up in his hands (it always did when the game was on the line) but he had to know the specific movement pattern which would ensure he was available to receive the crucial pass.

As the buzzer sounded to end the timeout, Kelvin took his place in the far corner of the court. Ready? Go! Suddenly, bodies rushed everywhere as he fought to lose his defender, zigzagging between teammates to the top of the three-point line. The pass arrived, exactly as planned! Coach Franks, who had waited years for a chance to win the championship, watched wide-eyed as Kelvin turned to shoot. She had done all she could; the team's fate was in his hands now. He rose up, and let the ball fly...

**List all the coordinating conjunctions used in paragraph 1.**

## Varied Fluency 1

The combination of the thunderous fan chants **and** the pounding music from the announcement system was deafening. Kelvin tried to concentrate on what Coach Franks was saying **but** it was almost impossible in the din, **so** instead he focused on her whiteboard. Her pen scribbled furiously, leaving an 'X' here, an 'O' there, **and** instructional arrows all over the place. He knew the ball was going to wind up in his hands (it always did when the game was on the line) **but** he had to know the specific movement pattern which would ensure he was available to receive the crucial pass.

As the buzzer sounded to end the timeout, Kelvin took his place in the far corner of the court. Ready? Go! Suddenly, bodies rushed everywhere as he fought to lose his defender, zigzagging between teammates to the top of the three-point line. The pass arrived, exactly as planned! Coach Franks, who had waited years for a chance to win the championship, watched wide-eyed as Kelvin turned to shoot. She had done all she could; the team's fate was in his hands now. He rose up, and let the ball fly...

**List all the coordinating conjunctions used in paragraph 1.**

**and, but, so**

## Varied Fluency 2

The combination of the thunderous fan chants and the pounding music from the announcement system was deafening. Kelvin tried to concentrate on what Coach Franks was saying but it was almost impossible in the din, so instead he focused on her whiteboard. Her pen scribbled furiously, leaving an 'X' here, an 'O' there, and instructional arrows all over the place. He knew the ball was going to wind up in his hands (it always did when the game was on the line) but he had to know the specific movement pattern which would ensure he was available to receive the crucial pass.

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**How many fronted adverbials are used in paragraph 2, what are they?**

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**As the buzzer sounded to end the timeout**, Kelvin took his place in the far corner of the court. Ready? Go! **Suddenly**, bodies rushed everywhere as he fought to lose his defender, zigzagging between teammates to the top of the three-point line. The pass arrived, exactly as planned! Coach Franks, who had waited years for a chance to win the championship, watched wide-eyed as Kelvin turned to shoot. She had done all she could; the team's fate was in his hands now. He rose up, and let the ball fly...

How many fronted adverbials are used in paragraph 2, what are they?

**two**

### Varied Fluency 3

The combination of the thunderous fan chants and the pounding music from the announcement system was deafening. Kelvin tried to concentrate on what Coach Franks was saying but it was almost impossible in the din, so instead he focused on her whiteboard. Her pen scribbled furiously, leaving an 'X' here, an 'O' there, and instructional arrows all over the place. He knew the ball was going to wind up in his hands (it always did when the game was on the line) but he had to know the specific movement pattern which would ensure he was available to receive the crucial pass.

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**Which relative pronoun refers to Coach Franks in paragraph 2?**



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**Which relative pronoun refers to Coach Franks in paragraph 2?**

**who**

## Varied Fluency 4

The combination of the thunderous fan chants and the pounding music from the announcement system was deafening. Kelvin tried to concentrate on what Coach Franks was saying but it was almost impossible in the din, so instead he focused on her whiteboard. Her pen scribbled furiously, leaving an 'X' here, an 'O' there, and instructional arrows all over the place. He knew the ball was going to wind up in his hands (it always did when the game was on the line) but he had to know the specific movement pattern which would ensure he was available to receive the crucial pass.

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**How has an ellipsis been used in paragraph 2?**

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**How has an ellipsis been used in paragraph 2?**

**It has been used to build suspense.**

## Varied Fluency 5

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**In the second sentence of paragraph 1, has the author used a relative clause or conjunctions to give extra information?**

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**In the second sentence of paragraph 1, has the author used a relative clause or conjunctions to give extra information?**

**conjunctions**