

In the following brief overview we will think through some typical arrangements playing an essential role while in paragraph structure. No matter how theoretical view this is, let us consider for more background these implicit elements present in most academic texts.

Writing paragraphs:

Cohesion

It is the responsibility of the writer in English to make it clear to the reader how various parts of the paragraph are connected. These connections can be made explicit grammatically and lexically by the use of different reference words. Every text has a structure. It is not just a random collection of sentences. The parts that make up the text are related in a meaningful way to each other. In order to make these relationships in the text clear, it is necessary to show how the sentences are related. Words like "it", "this", "that", "here", "there" etc. refer to other parts of the text. You need to understand how to use these connections or links.

There are four main types of links used in academic texts: reference, ellipsis and substitution, conjunction and lexical cohesion (Halliday and Hasan, 1976).

Reference

Certain items of language in English have the property of reference. That is, they do not have meaning themselves, but they refer to something else for their meaning.

The scientific study of memory began in the early 1870s when a German philosopher, Hermann Ebbinghaus, came up with the revolutionary idea that memory could be studied experimentally. In doing so he broke away from a 2000-year-old tradition that firmly assigned the study of memory to the philosopher rather than to the scientist. He argued that the philosophers had come up with a wide range of possible interpretations of memory but had produced no way of deciding which amongst these theories offered the best explanation of memory. He aimed to collect objective experimental evidence of the way in which memory worked in the hope that this would allow him to choose between the various theories.

In this text "he" and "him" refers to "Hermann Ebbinghaus". In order to create such a text, you need to use these words correctly in the text.

Similarly,

These theories all stem from some underlying assumptions about people. To a large extent unproven, they tend to represent the dominant mood or climate of opinion at that time. Schein has classified them as follows, and it is interesting to note that the categories follow each other in a sort of historical procession, starting from the time of the industrial revolution.

Other words used in this way are "he", "him", "it", "this", "that", "these", "those", "here", "there" etc.

Substitution and ellipsis

Substitution is the replacement of one item by another and ellipsis is the omission of the item. If writers wish to avoid repeating a word, they can use substitution or ellipsis.

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Here, "so" means "studying memory experimentally". The writer has substituted "studying memory experimentally" with "so". Other words that can be used are "one", "ones", "do", "so", "not".

Ellipsis is substitution by zero.

Some of the water which falls as rain flows on the surface as streams. Another part is evaporated. The remainder sinks into the ground and is known as ground water.

"Another part" means "Another part of the water" and "The remainder" means "The remainder of the water".

Similarly,

The 74 species of African antelope share certain basic features: all are exclusively vegetarian and bear one large and precocious calf each year.

Conjunction

Conjunction shows meaningful relationships between clauses. It shows how what follows is connected to what has gone before.

The whole Cabinet agreed that there should be a cut in the amount that the unemployed were receiving; where they disagreed was in whether this should include a cut in the standard rate of benefit. The opposition parties, however, were unwilling to accept any programme of economies which did not involve a cut in the standard rate of benefit.

The word "however" shows that this statement is opposite to the ideas that have come before. Other words used are "for example", "as a consequence of this", "firstly", "furthermore", "in spite of this", etc.

Lexical cohesion

This is a way of achieving a cohesive effect by the use of particular vocabulary items. You can refer to the same idea by using the same or different words.

Patients who repeatedly take overdoses pose considerable management difficulties. The problem-orientated approach is not usually effective with such patients. When a patient seems to be developing a pattern of chronic repeats, it is recommended that all staff engaged in his or her care meet to reconstruct each attempt in order to determine whether there appears to be a motive common to each act.

This first example illustrates an impulsive overdose taken by a woman who had experienced a recent loss and had been unable to discuss her problems with her family. During the relatively short treatment, the therapist helped the patient to begin discussing her feelings with her family.

Francis Bacon was born in London in 1561 and died there in 1626. His father was Sir Nicholas, Lord Keeper of the Great Seal of Elizabeth I; his mother Anne Cooke, a well-educated and pious Calvinist, daughter of Sir Anthony Cooke. His contemporary biographer, William Rawley, remarked that, with such parents, Bacon had a flying start: he had "whatsoever nature or breeding could put into him".

For cohesion to occur, it is not necessary for each word to refer to exactly the same item or even be grammatically equivalent. All the words related to "debt" contribute to the cohesion.

In each of these cases the basic problem is the same: a will has been made, and in it a debtor is left a legacy of *liberatio* from what he owes the testator. The question is, if he has subsequently borrowed more from the testator, up to what point he has been released from his debts. It is best to begin with the second case. Here there is a straightforward legacy to the debtor of a sum of money and also of the amount of his debt to the testator. This is followed by a clause in which there is a general *damnatio* and also a general trust that the legacies in the will be paid. The debtor goes on to borrow more money, and the question is whether that is taken to be included in the legacy too. The response is that since the words relate to the past, later debts are not included.

Other commonly used are "repetition", "synonyms" and "near synonyms", "collocations", "super/sub-ordinate relationships" (e.g. fruit/apple, animal/cat) etc.

Anaphoric nouns

Another useful way to show the connection between the ideas in a paragraph is what Gill Francis calls anaphoric nouns. Look at the following text:

Moulds do not usually grow fast, and conditions had to be found in which large quantities of *Penicillium notatum* could be produced as quickly as they were wanted. The solution to this problem was helped by N. G. Heatley, a young biochemist also from Hopkins's laboratory in Cambridge, who had been prevented by the outbreak of war from going to work in the Carlsberg laboratories in Copenhagen.

The phrase "this problem" summarises the text in the first sentence and thus provides the connection between the two sentences.

Reports of original work, headed often by the names of many joint authors, became too full of jargon to be understood even by trained scientists who were not working in the particular field. This situation persists today, though strong movements towards interdisciplinary research help to avoid total fragmentation of scientific understanding.

Again, the phrase "This situation" summarises the first sentence.

This led many later Greek thinkers to regard musical theory as a branch of mathematics (together with geometry, arithmetic, and astronomy it constituted what eventually came to be called the *quadrivium*). This view, however, was not universally accepted, the most influential of those who rejected it being Aristoxenus of Tarentum (fourth century BC).

Again "This view" summarises the information in the first sentence, the view (opinion) that music was a branch of mathematics.

Genetics deals with how genes are passed on from parents to their offspring. A great deal is known about the mechanisms governing this process.

The phrase "this process" summarises the first sentence.

The phrase:

This	noun
These	

Is very useful in showing the connection between sentences and therefore in making sure that the paragraph flows. Other nouns typically used in this way are: "account, advice, answer, argument, assertion, assumption, claim, comment, conclusion, criticism, description, difficulty, discussion, distinction, emphasis, estimate, example, explanation, fall, finding, idea, improvement, increase, observation, proof, proposal, reference, rejection, report, rise, situation, suggestion, view, warning".

BASED ON <http://www.uefap.com/writing/writfram.htm> (accessed December 2014)