

Chapter 4

Task 1: Coherence and Cohesion

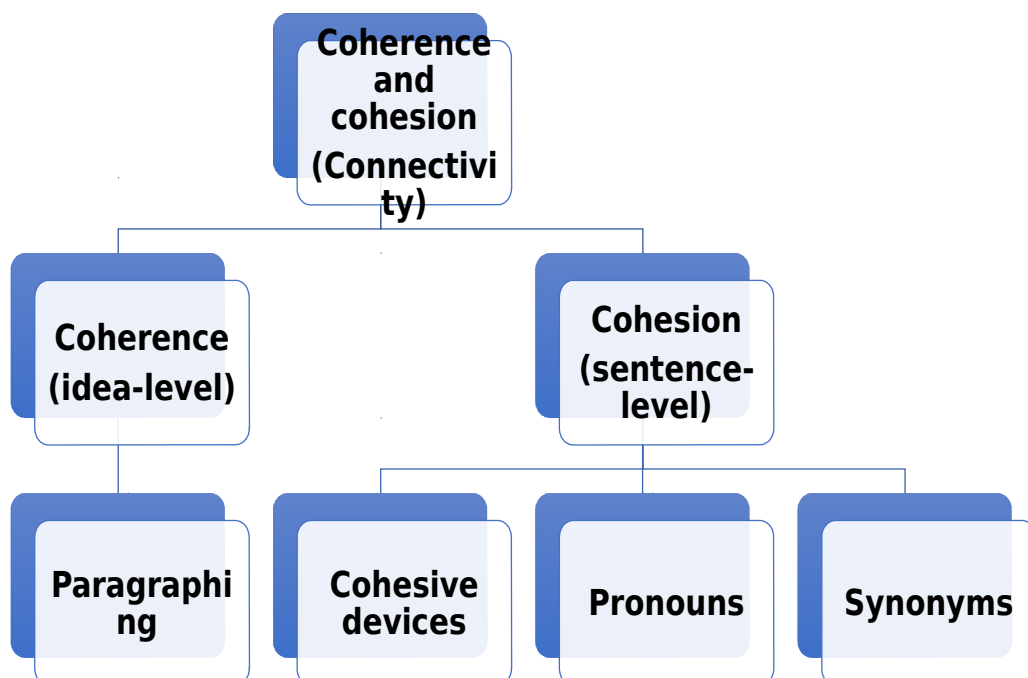
In this unit, you will:

- develop a better understanding of the various requirements related to the domain “Coherence and Cohesion”,
- read and discuss writing exemplars using the assessment standards of “Coherence and Cohesion”,
- evaluate and improve writing exemplars following the assessment standards of “Coherence and Cohesion”.

NOTE: *Exemplars included in this chapter are written by university students and teachers. These exemplars are sometimes edited for the purpose of illustrating certain aspects of the IELTS writing assessment standards. Nevertheless, these exemplars are not edited to be error-free.*

Activity 1 Understanding the assessment standards of “Coherence and Cohesion”

- Read the concept map which summarizes the assessment standards of “Coherence and Cohesion” of Task 1.
- Discuss with your partner the meanings of these keywords. Note down any differences in your understanding.
- Match these key words with their definitions.



Coherence	Cohesion	Paragraphing
Cohesive devices	Pronouns	Synonyms

Key word	Definition
	Ways a writer employ to organize information thoughtfully and logically into paragraphs
	Words which have similar meanings
	Words which function as nouns or noun phrases mentioned in the previous sentences
	Linking words used to connect ideas and sentences logically and meaningfully
	Connection of ideas at the idea level
	Connection of ideas at the sentence level

Activity 2 Achieving coherence through paragraphing

- Read the following question (T1-05) and Exemplars 4.1-4.3.
- Evaluate how well the exemplars are written by referring to the definitions of the terms “coherence” and “paragraphing”. If necessary, use these guiding questions to help your evaluation.
 - Did the students connect ideas by organizing information thoughtfully and logically within a paragraph?
 - Did the students connect ideas by organizing information thoughtfully and logically between paragraphs?
- Try to reach a consensus regarding the performances of these three exemplars by rating them as low (Bands 4-5), average (Bands 6-7), and high (Bands 7+).

T1-05

You should spend about 20 minutes on this task.

The table below gives information about the GDP (Gross Domestic Product) ranking between 2013 and 2014.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

2013			2014		
Rank	Country	GDP (US billion)	Rank	Country	(US billion)
1	United States	17000	1	United States	
2	China	9000	2	China	
3	Japan	4900	3	Japan	
4	Germany	3600	4	Germany	
5	France	2700	5	United Kingdom	
6	United Kingdom	2500	6	France	
7	Brazil	2200	7	Brazil	
8	Russia	2100	8	Italy	
9	Italy	2000	9	India	
10	India	1900	10	Russia	

Exemplar 4.1

In 2013, the US had the highest GDP -17000 billion US dollars. China came in second place while Japan and Germany ranked the third and fourth by having a GDP of 9000, 4900 and 3600 billion respectively. They are followed by France, the UK and Brazil where GDP reached 2700, 2500 and 2200 billion. Russia ranked the eighth and Italy and India were in the ninth and the tenth place.

Despite GDP in Japan dropped from 4900 to 4800 billion in 2014, the top 4 in GDP ranking of the year remained unchanged. They were the US where GDP grew from 17000 to 17500, China where it raised from 9000 to 10100 and Germany where it increased from 3600 to 3700 billion. GDP in both the UK and France raised in 2014, however, their order switched to the fifth and the sixth with 2800 and 2750 US billion respectively. Brazil remained in the seventh place then followed by Italy, India and Russia.

Guiding question	Yes/No	Evidence
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Did the students connect ideas by organizing information thoughtfully and logically within a paragraph?		
Did the students connect ideas by organizing information thoughtfully and logically between paragraphs?		

Rating: Low (Bands 4-5) / **Average (Bands 6-7)** / High (Bands 7+)

Exemplar 4.2

The highest increase in GDP from 2013 to 2014 is China. It has increased 1100 US billion. Although China has increased the most GDP in 2013 to 2014, United States still is the top of the GDP ranking in 2013 and 2014. It has 17000 US billion in 2013 and 17500 US billion in 2014. It has increased 500 US billion.

The countries of the top four GDP ranking also remain unchanged. However, France and Russia also fall in the GDP ranking from 2013 to 2014. Although France's GDP increased, its ranking decreased because percentage rise of United Kingdom is higher.

Guiding question	Yes/No	Evidence
Did the students connect ideas by organizing information thoughtfully and logically within a paragraph?		
Did the students connect ideas by organizing information thoughtfully and logically between paragraphs?		

Rating: **Low (Bands 4-5)** / Average (Bands 6-7) / High (Bands 7+)

Exemplar 4.3

In 2014, alterations in the GDP in some countries were noted, when compared to the situation in 2013. The United States still had the highest GDP, which was 17500; however, Russia had the lowest GDP, which was 1930 US billion. The GDP of India became the second lowest in 2014. China was the second highest country with GDP increasing from 9000 to 10100 US billion. Also, Japan still ranked

Number 3 with the GDP decreasing from 4900 to 4800 US billion.

While most of the countries' GDP increased or stayed the same from 2013 to 2014 GDP of Japan, Brazil, Italy did not. The GDP of Japan decreased 100 US billion, Brazil and Italy decreased 50 US billion. In general, the ranking of these countries with GDP didn't fluctuate too much from 2013 to 2014.

Guiding question	Yes/No	Evidence
Did the students connect ideas by organizing information thoughtfully and logically within a paragraph?		
Did the students connect ideas by organizing information thoughtfully and logically between paragraphs?		

Rating: Low (Bands 4-5) / Average (Bands 6-7) / **High (Bands 7+)**

Activity 3 Achieving cohesion through using cohesive devices

- Read the following question (T1-06) and Exemplars 4.4-4.5.
- Evaluate how well the exemplars are written by referring to the definitions of the terms “cohesion” and “cohesive devices”. If necessary, use these guiding questions to help your evaluation.
 - What cohesive devices did the students use in the paragraphs?
 - Were the cohesive devices used meaningfully and accurately?
 - Were there a variety of cohesive devices used?

T1-06

You should spend about 20 minutes on this task.

The table below gives information about people's attitudes towards gender roles categorized by age.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

“A man's duty is to earn money while a woman's duty is to look after her family.”

	18-25	26-35	36-45	46-55	56-65
Agree	5%	13%	10%	6%	12%
Neutral	13%	13%	19%	29%	21%

Disagree	82%	74%	71%	65%	67%	
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Exemplar 4.4

It is seen that relatively younger interviewees feel negative about the stated gender roles. The age group from 18-25 has the highest percentage against the statement. In contrast, people from age 45-55 has less supporters than the 18-25 group disagreeing on 'A man's duty is to earn money while a woman's duty is to look after her family.'

On the contrary, age groups 26-35, 36-45 and 56-65 are recorded with more than one-tenth of support on the attitudes towards gender role. Around one third of age 45-55 who are being interviewed responded neutrally towards the statement. Only 13 per cent of the respondents under 35 hold neutral on the gender role description.

Guiding question	Yes/No	Response
What cohesive devices did the students use in the paragraphs?		
Were the cohesive devices used meaningfully and accurately?		
Was there a variety of cohesive devices used?		

Exemplar 4.5

As for the positive responses, no more than 6% of the interviewees of age group 18-25 and 46-55 agree with the statement. On the other hand, around one out of ten of the interviewees of the other age groups agree with it.

Finally, for the neutral stance, 13% of both the interviewees of age group 18-25 and 26-35 vote for it. Moreover, one out of five of the 36-45 and 56-65 age groups hold a neutral stance. The age group which voted the most in the neutral stance is 46-55, with almost 30%.

Guiding question	Yes/No	Response
What cohesive devices did the students use in the paragraphs?		
Were the cohesive devices used meaningfully and accurately?		

Was there a variety of cohesive devices used?		
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Activity 4 Achieving cohesion through using pronouns

- Read the following question (T1-07) and Exemplar 4.6.
 - Evaluate how well the exemplars are written by referring to the definitions of the terms 'cohesion' and 'pronouns'. If necessary, use these guiding questions to help your evaluation.
- What pronouns did the students use in the paragraphs?
 - What did the pronouns refer to?
 - Were the pronouns used accurately?

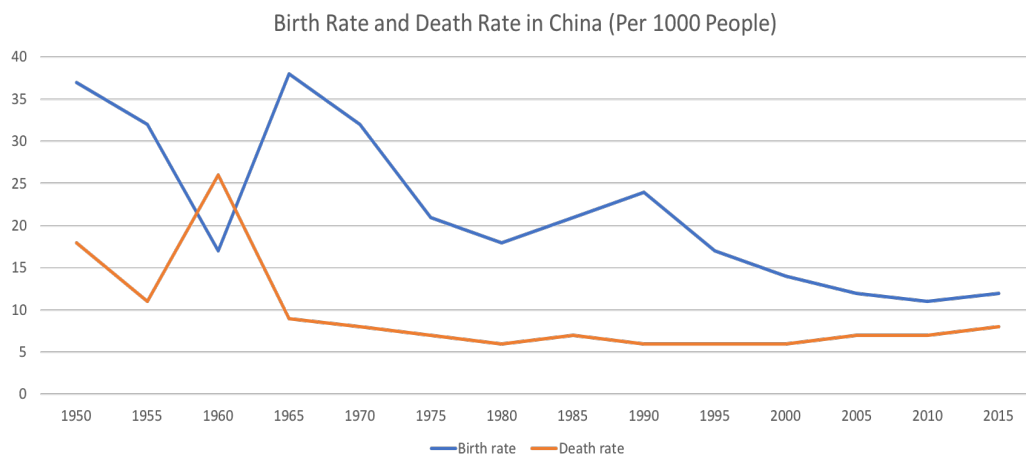
T1-07

You should spend about 20 minutes on this task.

The graph below gives information about birth rate and death rate in China in every 1000 people between 1950 and 2015.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Exemplar 4.6

The birth rate in China per 1000 persons stood at around 37% in 1950 and dramatically decreased to approximately 17 in 1960, after which it experienced a sharp rise, peaking at about 38% in 1965. Then, the birth rate in China per 1000 people fell again considerably to about 12% in 2015, with a fluctuation between 1975 and 1995.

The death rate in China in every 1000 people was about 17% in 1950. It increased by around 5% in later five years. After that, it went up significantly and overtook the birth rate, reaching its peak at about 26% in 1960. But it started to decline again to about 9% in 1965, and then remained stable and lower than birth rate per 1000 people in China in later 50 years, finally reaching at 8 % in 2015.

Guiding question	Response
What pronouns did the students use in the paragraph?	
What did the pronoun refer to?	
Were the pronouns used accurately?	

Activity 5 Achieving cohesion through using synonyms

- Read the following question (T1-08) and Exemplars 4.7-4.8.
- Evaluate how well the exemplars are written by referring to the definitions of the terms “cohesion” and “synonyms” and respond to the guiding questions under each exemplar.

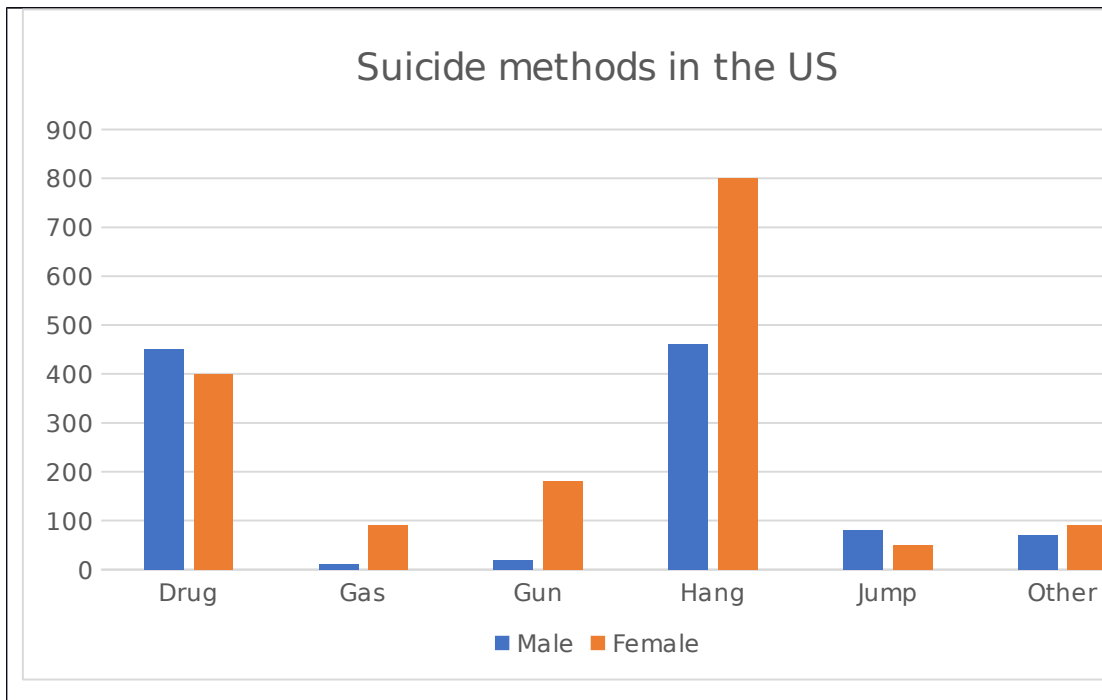
T1-08

You should spend about 20 minutes on this task.

The chart below shows information about suicide methods of middle-aged people from the US by gender.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Exemplar 4.7

Two main suicide methods in the US are drug abuse and hanging. Referring to the chart, there is 1 person who die by hanging and taking drugs every day in the US.

Guiding question	Response
Did the student use any synonyms?	
Which words could be replaced by synonyms?	
What synonyms do you suggest the students use?	

Exemplar 4.8

From the above chart, it shows some statistics of middle-aged people’s suicide methods in United States. It is displayed by gender. Firstly, we can observe that most common suicide method for both male and female is by hanging. There are 450 males and 900 females committing suicide by hanging respectively. At the same time, taking drug is also another most common suicide way for male. There are also 450 males taking drugs to commit suicide.

Guiding question	Response
Did the student use any synonyms?	

Which words could be replaced by synonyms?	
What synonyms do you suggest the students use?	

Activity 7 Peer evaluation

Based on your understanding of the assessment standards of “Coherence and Cohesion”, complete the evaluation form for Exemplars 4.9-4.10.

In the evaluation, complete the “evaluate” section by assessing (1) whether the element concerned is present in the exemplar (the yes/no question) and (2) how well the element is presented in the exemplar. Complete the “suggest” section by writing an improved version of the element concerned. This section can be left blank if the exemplar demonstrates a good quality in an aspect.

T1-09:

You should spend about 20 minutes on this task.

The diagram below gives information about the process of chewing gum making.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

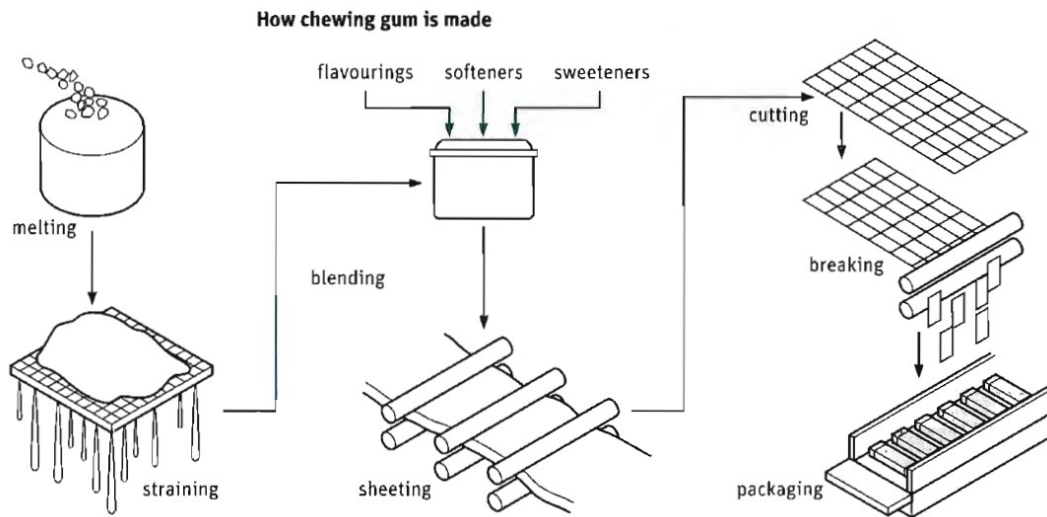


Image Source: <https://www.testbig.com/ielts-writing-task-i-essays/describing-process-making-chewing-gum-revise>

Exemplar 4.9

The diagram demonstrates the process of chewing gum making.

The process contains seven major steps. First of all, the material of the chewing gum needs to be melted from solid form into liquid form, by a melting machine. Next, the melted form of the chewing gum will be strained by a straining net. Then, the strained materials will be transported into a blender for blending and mixing the flavourings, softeners and the sweeteners together. After that, the blending and the material will be transported to a sheeting belt in order to flatten the material into sheet form. Afterwards, the sheet of the chewing gum will be cut into rectangles. Then, the breaking process will occur shortly after, for the process of packaging. Lastly, the chewing gum will be packed and be ready for customers to buy.

Assessment standard	Guiding question	Yes/No	Evaluate
Paragraphing	Did the students connect ideas by organizing information thoughtfully and logically within a paragraph?		
	Did the students connect ideas by organizing information thoughtfully and logically between paragraphs?		
Cohesive devices	Were the cohesive devices used meaningfully and accurately?		
	Was there a variety of cohesive devices used?		
Pronouns	Did the student use any pronouns?		
	Were the pronouns used accurately?		
Synonyms	Did the student use any synonyms?		

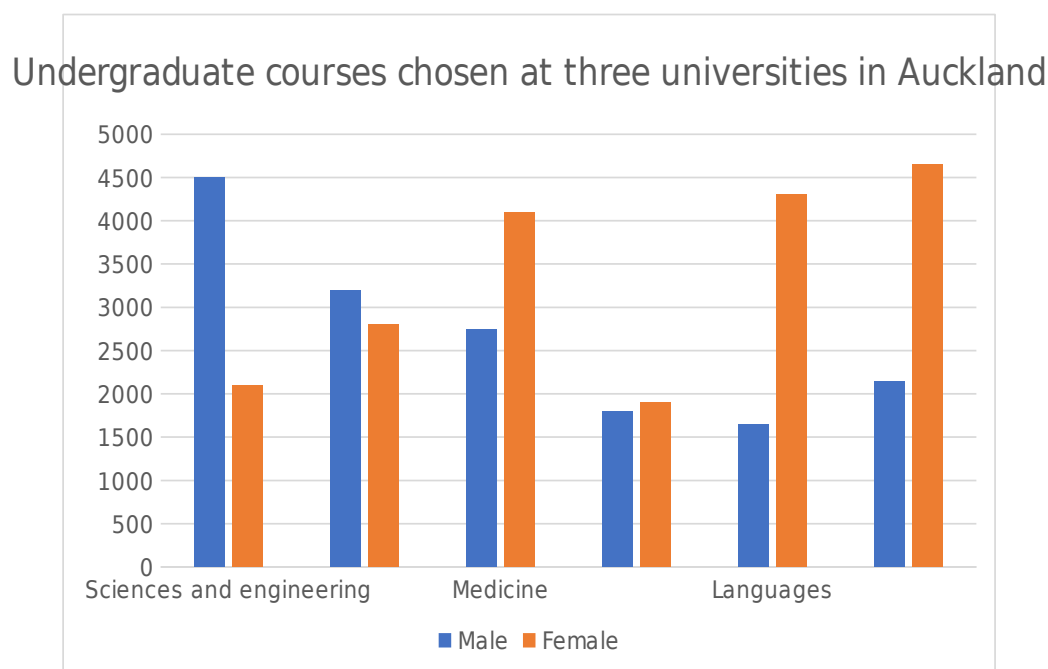
T1-12

You should spend about 20 minutes on this task.

The bar chart below gives information about different undergraduate courses chosen at three universities in Auckland by gender in 2017.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Exemplar 4.10

The result of the bar chart reveals the proportion of male and female undergraduates and their choice of undergraduate course. For the proportion of male and female undergraduates, there were more female undergraduates than the male in the three universities of Auckland. According to the bar chart, there were around 19000 female undergraduates while there were only around 13000 male undergraduates, it reveals that more female receives tertiary education than the male. For the choice of undergraduate course, female undergraduates were found tend to choose courses related to Languages, Arts and Medicine. For the Arts course, there were 4600 females studied that course while 2100 males took the course, which was less than half of the female population. Male undergraduates tended to choose courses related to logic like Sciences and engineering and Maths. There were 4500 males who took Science and engineering when there were only 2100 females took the course. The result reveals that female undergraduates tended to study Language related courses while male tended to take Science related

courses.

Assessment standard	Guiding question	Yes/No	Evaluate
Paragraphing	Did the students connect ideas by organizing information thoughtfully and logically within a paragraph?		
	Did the students connect ideas by organizing information thoughtfully and logically between paragraphs?		
Cohesive devices	Were the cohesive devices used meaningfully and accurately?		
	Was there a variety of cohesive devices used?		
Pronouns	Did the student use any pronouns?		
	Were the pronouns used accurately?		
Synonyms	Did the student use any synonyms?		

Activity 8 Exercise

Based on your understanding of “coherence and cohesion”, evaluate a good example of paragraphs of T1-16. Write one to two paragraphs by describing the graph of T1-48 by using the good features in the good example.

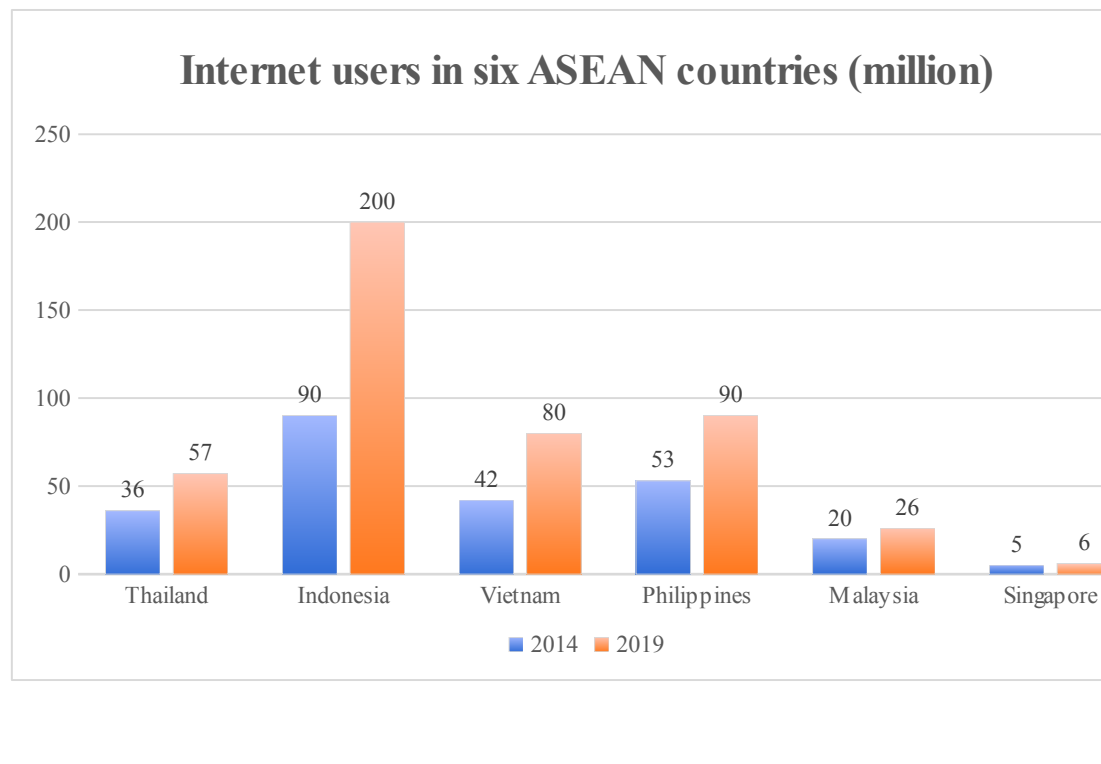
T1-16:

You should spend about 20 minutes on this task.

The chart below shows information about a report made by an Asian newspaper about the Internet users in 2014 and the expected numbers in 2019 in six Association of Southeast Asian Nations (ASEAN) member countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



The bar graph illustrates the data of the Internet users and the expected numbers in six Association of Southeast Asian Nations (ASEAN) member countries in 2014 and 2019 respectively from an Asian newspaper.

As can be perceived from the chart, the highest numbers of internet users in 2014 and 2019 are noted in Indonesia while Singaporean netizens remain the lowest in number in both years. Even so, the expected Internet users in 2019 are higher than the internet users in 2014 in all six ASEAN countries.

Guiding question	Response
Did the student use any synonyms?	

Were there some well-written cohesive devices?	
Did the student use any pronouns?	

T1-48:

You should spend about 20 minutes on this task.

The chart below shows information about the percentage of endangered animal species by taxonomy in 2014.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

